

PERSONAL COLUMN

The film *Clockwise* is a delight. It must, I think, strike a few sparks of joy off even the flintiest-hearted school-teacher. For what is a more satisfying source of mirth than a powerful and mad headmaster in trouble? Then again, this is a movie which gladdens the writer, for it is a splendid demonstration of Gore Vidal's thesis that what makes first-class cinema is not so much a brilliant director, famous stars and a huge budget—though these help—as a good script.

Michael Frayn conceived a sound comic idea and worked it out with great fertility and elegance of imagination. He has the further and, to me, outstanding merit of being a disinterested entertainer. He is not exploiting his gifts to shove a socio-political point down our reluctant throats. He is not being caring, compassionate and concerned. He is just making us laugh. What a change it makes!

However, that is not the reason I am writing about *Clockwise*. Mr Frayn, being disinterested, does not pronounce one way or the other on his headmaster's obsession with time. But I am under no such inhibition. I am on the side of the headmaster. He was quite right to run his school like clockwork.

A school where the importance of time is stressed, where the pressure of time is felt, where there is an atmosphere of constant, purposeful progression from one point to the next, is likely to be a good school. Of course, it is likely to be a good school. Children must be obliged to exert themselves, not just in spasms but steadily and



PAUL JOHNSON

Count time

'Children must be obliged to exert themselves not just in spasms but steadily and habitually'

return, as Ovid put it, devouring all things remorselessly unless turned into an ally by the habits of discipline. There is nothing so irretrievable as time wasted.

This is a harsh doctrine but then western civilisation was built on harsh doctrines. Judaism and the Christianity which emerged from it were both historical religions presenting human destiny as a linear flight from Creation to the End of Days in one purposeful sequence. They rejected with finality the primitive pagan notions of endless cycles and pointless circularity, which discourage effort, change and improvement. One of the central ideas of Christian Europe was time not the day nor the hour—so that all time was precious.

It was against this religious background that the clock was invented. The clock was the work of the monk, and the monk was the work of the clock. The clock was the work of the monk, and the monk was the work of the clock. The clock was the work of the monk, and the monk was the work of the clock.

growth in this accelerating process. But I doubt if many historians believe that now. The impulse was certainly religious in origin but occurred much earlier.

The Jews had the work ethic before Christianity existed. In Christian Europe the turning point came, I believe, with the creation of the Benedictines. Eastern monks were often idyllic and tended to become hermits but St Benedict thought this led to idleness and sin. He made his monks work, sing, pray, study and sleep at definite times, in unison, under discipline of bell and clock. As a result the western monks became agricultural pioneers. During the 12th century, the reformed version of the Benedictines, the Cistercians, became the most important monks in the world, and to God and to each other. God was served by the clock and it is no accident that the first clock was made for a cathedral.

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any other commodity limited supply. Once the value of time is grasped, the rationalization of work and so industrial efficiency, become possible. It may be less disturbing to disperse the harassment of time on society which do so remain aborigines.

The examination against the clock is thus an emblem of the modern world. Teaching children to sit exams effectively, calculates a number of useful skills or perhaps one should call them working principles. But before acting, but do not think too long. Do what you know best first. Proceed in the easy to the difficult. The finished best is the enemy of the completed good. Never reinforce failure, but pass in quick to another assault. Be urgent but keep the above all, select priorities and concentrate on each in turn. The capacity to do work in exams is not necessarily the best index of an educated person. Our university faculties are full of useless creatures who are good at exams and nothing else. But it cannot be denied that exam discipline is a highly effective form of intellectual and moral training. And the clock is an integral part of it. So you see a headmaster, looking anxiously at a watch, remember he is only doing his job.

NEXT WEEK

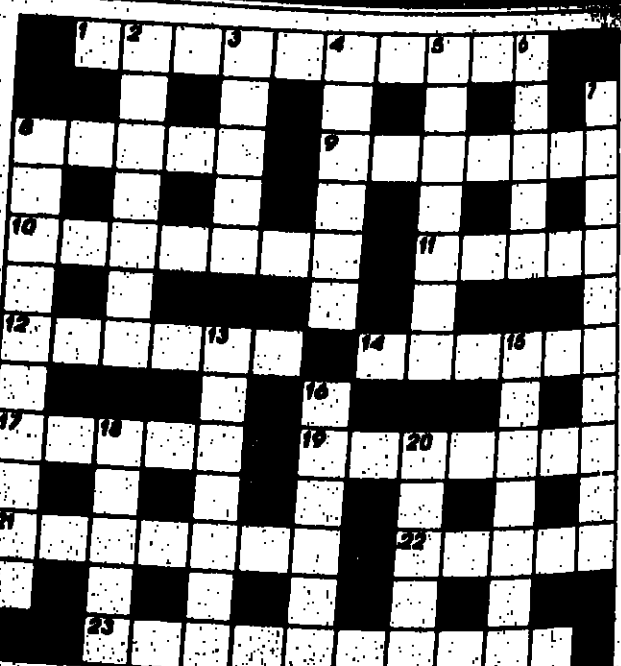
Poly policy
Has the Government really got a higher education policy? asks Clive Booth, former HMI and now director of Oxford Polytechnic.

More spending...
Local election results will mean more or less?
Why the Audit Commission is critical of both central and local government administration.

Self-help schools
The remarkable boom in the parent-powered Steiner Waldorf movement.

EXTRA: Resources for learning

No 253 CROSSWORD by Rufus



Across

- 1 Indicator anagram book (10)
- 8 It may be out and picked (5)
- 9 Examine (5) a boy that's backward (4)
- 10 People in court can catch it (3)
- 11 Silver down at night (5)
- 12 A word of rebellion (5)
- 13 The only word that is an anagram of itself (6)
- 14 Style wild and mischievous (5)
- 15 Did to go in a ship, speed (7)
- 21 Stay longer than most at the whisky? (7)
- 22 Way in which the country idea his head (5)
- 23 Had authority, yet prevented from leaving? (4, 6)
- 24 Impulses false motive (7)
- 25 Trunk roots disturbed (5)
- 26 In the team and not out of place on the field (2, 4)
- 27 Very hard worker supports a mother (7)
- 28 A cry from the throat (5)
- 29 Did to go in a ship, speed (7)
- 30 Rhy. round with no regard to the rules, but perfectly (10)
- 31 Drier whose business isn't expanded (10)
- 32 log? (10)
- 33 Holding but not holding (7)
- 34 In fact a wild enthusiasm (7)
- 35 A boiling leaves a permanent impression on one (6)
- 36 A summer attack the copper with acid in the plant (5)
- 37 It's bound to be a bit of a shock (5)

Down

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PEOPLE...

Mrs Shirley Fox, Vice-principal of Tower Hamlets Adult Education Institute, to be principal of Morley College from September, on the retirement of Mr Barry Tili. Miss James Furlong, to be principal of Eastbourne College of Domestic Economy from September, on the retirement of Mrs Elizabeth Burditt. Dr Ann Floyd, Vice-principal of Stroud College, to be principal of Slough College of Higher Education. Dr Ann Floyd has been elected Dean of the Open University's School of Education for a three-year term in succession to Dr John Brynne. Mr David Emms, Master of Dulwich College, to be director of London House for Overseas Graduates from January, in succession to Sir John Wilton.

CONFERENCES...

June 5: Anti-racist/anti-cultural strategies for staff development in colleges for professional tutors and others concerned with staff development, organized by the Association of Professional Tutors and the Commonwealth Institute, and to be held at the Institute. The conference will be structured around two issues: management procedures and practices (including the hidden curriculum) and curriculum development. Fee £8. Details from Michael Conway, Course Secretary, Education Department, Commonwealth Institute, Kensington High Street, W8 5AH.

London W8 6NQ, telephone 01-603 4538 ext 249.

June 7-8: National Lesbians and Gays in Education conference at Hampden Community Centre, 130 Ossington Street, London NW1. Details from the Gay Teachers Group, BM Gayteacher, London WC1N 3XX or Lesbians in Education, A Women's Place, Victoria Embankment, London SE1.

June 7: Different strands of peace education—Co-operative Retail Services conference at Folk House, Park Street, Bristol. Speakers include Mildred Masheder, Dave Cook and Margaret White. Details from the Member Relations Department, Friary House, 15 Glaston Street, Bristol BS1 5AP, telephone Bristol (0272) 293976.

COURSES...

May 20-June 26: An insight into humanities for mature students is a course to be held on Tuesdays and Wednesdays at Middlesex Polytechnic's All Saints' site in Tottenham. It aims to give mature students without formal academic qualifications the experience and confidence to embark on a course of further education. Fee £25 (£6 unemployed). Details of this and the return to learning courses are available from Admissions Inquiries, Middlesex Polytechnic, 114 Chase Side, London N14 5PN.

June 4: NATHE physical education

section course on Opportunities for vocational development through creation and leisure at London University Institute of Education. Details from Rod Covey, Worcester College of Higher Education, Herwick Grove, Worcester.

June 16-17: Integrating physically impaired children into the ordinary school for teachers and other interested professionals and covers the practical and philosophical issues. The course is run jointly by the Department of Child Development and Education, Psychology of the University of London Institute of Education and the John Chilton School for Physically Impaired Children in Saline. Fee £20. Details from Anne Cleaver, Room 95, CDEP, 24-27 Woburn Square, London WC1H 0AA.

June 4-5: Spectra 85—an exhibition and forum representing special education, training and care provision for post-16 students with special needs at the National Children's Home, Crowthorn School, Broadhead Road, Turton/Edgworth, Bolton. 6pm-8pm on June 4 and 10.30am-5pm on June 5. Details from Collin Honour at the school.

EVENTS...

May 13: International Association of Teachers of English as a Foreign Language (IATEFL) talk on 'Young children's learners—a comparative approach' by Kathleen Martin at Watlington Primary School, Broadhead Road, Oldham. Fee non-members £2.50. Details from Jenny Jewell, Central Manchester College, Openshaw Centre, Withworth Street, Manchester M11 2JW.

May 14: Managing multicultural issues—a British Educational Management and Administration Society lecture

by Peter Newsam at Villiers High School, Bury Avenue, Southall UB8 3BT, 6pm-8pm. Details from Elsie Davies, Whitehall School, Cowley Road, Oxford, Oxfordshire.

May 17: NAPE Day of drama at St John School, Bury Estate, St Paul's Way, London E14 with Pam Bowell, Geoff Davies, Jonathan Newsome and Cécily O'Neil. Details from Ray Barr at the school.

June 4-5: Spectra 85—an exhibition and forum representing special education, training and care provision for post-16 students with special needs at the National Children's Home, Crowthorn School, Broadhead Road, Turton/Edgworth, Bolton. 6pm-8pm on June 4 and 10.30am-5pm on June 5. Details from Collin Honour at the school.

PUBLICATIONS...

Child study in special education: the first publication of the West London Press, the publishing branch of the West London Institute of Higher Education. Subtitle: 'The Teacher-Researcher in Action'. It is a digest of work by teacher-students on Diploma in Professional Studies in Education (Special Educational Needs). It costs £4 (including postage) and is available from Don Allen, Clowman, West London Press, West London Institute of Higher Education, Gordon House, 300 St Margaret's Road, Tottenham, Middlesex TW2 3PT.

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The Force is no longer with them

by Biddy Passmore

primary school in Bicester, Oxfordshire, is lying empty because the American children who were being educated there have suddenly been removed. Now the 293 children, from Upper Heyford Air Force Base, have joined 140 other children being taught within the base itself.

The move is thought to have been prompted by concern for the children's

safety after the American bombing raid on Libya. The lease on the Shakespeare Drive school, (pictured) from Oxfordshire County Council, does not run out until August 1987. A US Air Force spokeswoman commented: "Security is always a consideration in everything we do but of course we never discuss specifics nor do we speculate".

The reasons for bringing forward the move were to make better use of facilities on the base and to free the school earlier for the use of local children, she said. A spokeswoman for Oxfordshire said the council had been planning to move children into the school from another local primary when the American children left in the summer of 1987.



Tory schools onslaught opens election battle

by Mark Jackson

A spate of attacks on the schools by Government ministers and senior businessmen, has angered educationists this week.

The onslaught came as leading Conservative politicians were predicting that education would be a central issue at the next general election.

The most extravagant criticisms came at the weekend in a Channel 4 television debate on education and training.

Lord Young, the Employment Secretary, agreed enthusiastically that schools were failing industry—a proposition put by businessmen in the debate and reported to be the response of an overwhelming majority of employers whose opinions were surveyed for the programme.

The minister implied that the alleged failure of the schools was thwarting the attempt to provide an effective training system because the Youth Training Scheme was having to concentrate on making up for their shortcomings.

He said: "YTS is too much about remedial education, and that's the problem. We've got to motivate and work young people harder in the school system."

But the Manpower Services Commission later said that it had no figures for the numbers of YTS trainees who

had to be given instruction in basic skills, and that it did not know on what the Employment Secretary was basing his statements.

A more specific accusation was made by one of the top industrialists in the debate, Mr John Egan, chairman and chief executive of Jaguar Cars, who said that his company had made a special survey of 4,000 young people applying for its apprenticeship.

He alleged that a third of them were barely literate and that a third "couldn't even add six plus nine". Mr Egan said that this showed that

Conservative reaction—page 13

"what we've got coming in from the schools is inadequate". A company spokesman later explained that the survey had been done some years ago when the company's image was very poor and unlikely to attract high-ability applicants.

He said that the results were "pretty horrible, and we discussed them at some length in the board". He could not recall the addition of six and nine being part of the tests, however, saying: "We don't know where John Egan got that from. I think he may have been using those figures in an illustrative way."

The spokesman recalled that the company's directors were concerned that many of the youngsters could not convert between fractions and decimals, and that many appeared to be unable to work in feet and inches because the schools taught the metric system.

Jaguar is located at Coventry, whose deputy education director, Mr Alfred Dearnley, challenged Mr Egan on Monday to produce the evidence for his allegation. Mr Dearnley pointed out the huge disparity between what was being suggested and the findings of the Government's own Assessment of Performance Unit, which reported that 94 per cent of 15-year-olds could add two four-digit figures.

Mr Dearnley expressed surprise that Mr Egan was still referring to the survey. It had been the subject of long discussions in the past between the company and the Coventry i.e. which had pointed out the misleading nature of the tests used.

On Monday, Mr Geoffrey Pattie, Minister for Information Technology who is said to be a candidate for the Education Secretaryship, told a seminar: "Schools are turning out dangerously high quotas of illiterate, innumerate, delinquent unemployed."

officers, Colin Radley from Trafford and Mike Sharp of Essex.

Immediate responses to the report were critical. Mr Bob Morris, education officer of the Association of Metropolitan Authorities, said that the "emotive language" of the report was not helpful. He attacked the commission for its "mechanistic calculations".

Mr Doug McAvoy, deputy general secretary of the NUT, denounced the report as "provocative and as near to Government propaganda as is possible in a supposedly independent body".

Mr Peter Smith, deputy general secretary of AMMA, was even more forthright: "We live in a democracy and accountants cannot price the cost of democracy. In Poland things are otherwise. If I wanted to work for the Polish education service I would emigrate there."

Auditors slam empty desks

by Barry Hugill

education on offer and pay higher salaries to teachers.

Mr Banham says that only one i.e.a. in four has attempted to cope with falling rolls and most have underestimated the number of school closures that the Commission believes necessary.

Three authorities are singled out for praise for taking the electorally unpopular decision to shut schools and offer them for sale.

Hertfordshire is selling off 12 school sites, Manchester is expecting to receive £4 million from the sale of 14 buildings and Waltham Forest is plan-

ning to sell seven schools. Mr Banham insists that i.e.a.s. officers are not to blame for the mismanagement. His main target is parents who oppose reorganization schemes and the politicians.

Report, pages 6-7

clians who give in to them rather than risk losing votes, and offices.

People who block necessary closures are imposing higher rates on the rest of the community, he says. Even worse, they are responsible for falling educational standards as money that could be spent on books goes on "empty

chairs". Mr Ted Pollard, head of Lawnswood school in Leeds, and a member of the Audit Commission report team, confirmed on Wednesday that his own school is the subject of a reorganization plan.

"Leeds is going tertiary and my school will become an 11-16 community school instead of a 13-18 school. We have to maintain educational standards and that means efficient management of resources," he said.

Other members of the team were Herbert Banham of the Audit Commission and two deputy chief educa-

THIS WEEK

BOOKS TO WORK 10
TEACHERS' NEWS 12
LEISURE 14
SCHOOLS/BOOKS/ARTS 24-29
TEACHERS' VIDEO/MEDIA 30-33
SPECIAL COLUMN 34-37
CROSSWORD AND WORD 112
STRIKE 20



Teacher MPI election



What higher education



Pay back NUT back



Steiner self-help



EXTRA Resources for learning pages 33-40

Value for money

The first thing to say about the Audit Commission's report (page six) is that the instinctive reaction of local authorities, the teachers' unions and the DES - however they may choose to express themselves - will be hostile. The automatic reaction of the education community to outside criticism is always hostile. One of the characteristics of the education system is its inward-looking tendency and its refusal to believe that any one who is not part of the system can understand it or make any useful comments about it. That goes for the DES no less than the I.e.a.s. and the unions when it comes to select committees of MPs or bodies like the Audit Commission making adverse judgements about its role and performance.

Nothing could be more misguided, however, than to dismiss the commission's extremely interesting paper as ignorant punditry, even if it is quite easy to put a finger on occasional places where the authors expose their limitations. In the first paragraph, for instance, they list among causes for concern the fact that over 40 per cent leave school with no C levels at Grades A to C or CSE Grade 1s, failing to point out that in a norm-referenced test the examiners would have been hopelessly at fault if the results had been markedly different.

But such lapses should not conceal the fundamental purpose of the exercise which is to search for ways of getting better value for money. Such a search can only be wholeheartedly encouraged because there is a much better chance of putting present funds to better use than there is of prizing more money out of this or any other government.

Two topics provide the focus for the report: the need to close schools in order to reap the potential savings made, possibly by selling, rather than by demolishing, the buildings; and the need to improve the quality of the education provided. The commission notes that schools are failing to put their money where it counts. As a result, the

report says, "the money that should be spent on teaching is being devoted to maintaining, heating and cleaning redundant buildings and to teaching 'empty desks'". On the second, the Audit Commission calls in question the present arrangements for the appointment and deployment of teachers, and for I.e.a.s. personnel management and forward planning. It attacks the use of pupil-teacher ratios as the yardstick for the calculation of staffing formulae, and urges the adoption of Action-Led Staffing schemes which relate staffing needs to tasks to be performed. It comes out firmly on the side of giving schools more direct responsibility for their own budgets and making the heads, as the senior managers on the spot, take on challenging responsibility for the assessment of staff, and the recognition of merit. The scrapping of Burnham and its replacement with a smaller body (from which the DES is excluded) covering pay and conditions, with much more local discretion, follows logically from the rest.

The commission ostentatiously denies any desire to criticize national education policy, only management and administration. Fortunately, it has not allowed this to prevent it from criticizing anything and everything it disagrees with. But its assessment of over-provision and surplus places does not follow the guidelines laid down by the DES and used as the basis of public expenditure forecasts but assumes quicker and more extensive closures. This will diminish its impact. The DES view is that only two-thirds of the "surplus" places should be taken out of service, partly because of genuine difficulties in redeploying more pupils to allow for changes in demographic trends and partly because of the need to maintain a reserve of places. In this it is more realistic than the Audit Commission which has no regard for the many practical difficulties which prevent the rapid reorganization of local level, and makes the Secretary of State look at the

tion scheme. The fact is that these political realities are simply part of the scene.

Ministers (now and to come) will make free with this report to attack the local authorities and will try to tell them and the world that there is plenty of money and plenty of resources if only the I.e.a.s. would use them efficiently. But if they try to use this report in that way, it will prove a two-edged weapon because for every suggestion it makes to the I.e.a.s., it makes another to the Government.

The commission states quite clearly that if the I.e.a.s. are to get better value for money the DES must change its ways (the "DES officials are spending too much time 'second-guessing' local managers"); the RSG and other regulations must be changed to provide the financial incentives to encourage greater efficiency; and the Government must accept the need for large (£2 billion) capital expenditure to reap the benefits which are there for the taking. These they quantify as equivalent to £1,000 a teacher now in non-teaching costs, rising in all to £4,000 a teacher by the end of the decade.

The Audit Commission paid special attention to the shortage of science, maths and technology teachers, and no doubt the Acas-supervised talks will read (and reject) this radical section of the report with interest. The accountants clearly believe there will have to be a much less collegiate approach to teachers' salaries and a much greater readiness to listen to what the market is saying. Unfortunately, so long as public sector pay is made the lynch pin of a government's unstated pay policy, the main object will continue to be to prevent the market from operating, not to acknowledge it. The Audit Commission is right: something much more flexible is needed, but few people in the education service are prepared to face this reality and would prefer to see the present crisis deepen rather than give up the

Second

Principals and practice

More than 100 years ago...

Thring wrote about these...

Before the recent ILEA...

Assuming the NCES...

The first point concerns...

Anyone interested in...

A second point to consider...

This showed that ILEA...

In an earlier report...

referred to the use of...

Should these shortcomings...

Those of us with responsible...

helping schools to improve...

can be little doubt that...

have made of the principles...

William Stubbs and Peter...

are respectively education...

an assistant education officer...

in local schools in the Market...

in local schools in the Market...

in local schools in the Market...

in local schools in the Market...

in local schools in the Market...

In brief

16-plus backing

Strong support for the GCSE came this week from the Engineering Employers' Federation. Mr Nicholas de...

£13m extra grant

The government has announced it is to spend an extra £13 million on education support grants next year - although no more money than previously announced has been earmarked for the GCSE. One million pounds is for pilot projects to promote...

Lunchtime ban

Headteachers will be ordered by their local and lunchtime supervision from the beginning of next term if a motion submitted by Welsh members is successful at the annual conference of the National Association of Head Teachers later this month.

Speakers' rights

In a letter to the National Union of Students, Sir Keith Joseph has said the policy adopted by some unions of denying any speakers they consider 'racist' or 'fascist' a platform is 'wrong, misguided and harmful'.

Head charged

Private school head Mr Derek Slade, 36, faces charges of causing actual bodily harm to three former pupils of his school, Dalesdown School in Sussex. The charges involved boys aged between eight and eleven. Mr Slade was remanded on bail by Horsham magistrates this week.

Tax veto urged

The Manpower Services Commission is asking the Government to consider exempting YTS trainees from income tax. Trainees on the standard YTS are not taxed unless they have some other source of income. But many employers pay up the allowance in some cases limited to a maximum of £10 a week. Mr John Pardee of the CBI has suggested training allowances should be treated on a par with student grants, which are not taxed.

Unanswerable

University lecturers were urged this week to try to reverse Government policies towards higher education. Dr Alan Taylor-Russell, president of the Association of University Teachers, said on Wednesday that the AUT's top priority "must be to influence public expenditure" (by the Department of Education and Science), so that the case for the universities, both in terms of funding and status, is unanswerable.

Exam protests

Of the eligible candidates for a English examination at Poulton High School in Manchester, only 100 turned up to take it this week. The school is keeping children away because they feel they have no chance of passing following eight days of disruption at the school over a dispute about a playground.

Training plan

Planning for developing education training for young people was discussed by the largest lecturers' conference, this week. It wants comprehensive tertiary system for education; a common system of financial support for all students; more government money and a priority given to education and a statutory entitlement to

NEWS

Teacher training cuts not as severe as feared

by Hilary Wilce

Initial teacher training courses are to be axed at two institutions under proposals on future teacher training places announced by Sir Keith Joseph this week.

And a number of small colleges have been instructed to forge links with neighbouring universities, to bring more academic rigour to their courses. Their future will depend on the progress they make.

Overall, the long-awaited proposals are less savage than some teacher trainers feared.

They spell an end to teacher training at Humber College of Higher Education and Portsmouth Polytechnic. Both these institutions have been on previous lists of proposed closures.

However others thought to be in the firing line have escaped - at least for the time being. Hertfordshire College of Higher Education has been re-proposed while it moves towards a merger with Hatfield Polytechnic. And the College of St Mark and St John, Plymouth, has lost its primary training but been told to expand its secondary training.

The thrust of the proposals is to rationalize provision into larger groupings, to strengthen the subject base of courses and give them a stronger academic slant, and to emphasize shortage areas.

Student numbers will increase in 50 out of 54 institutions, with primary places going up from 7,020 in September 1985 to 8,615 in 1989 and secondary places increasing from 3,930 to 4,625.

Sir Keith told the Commons on Wednesday: "My basic aim has been to allocate the overall numbers to institutions in the way most likely to foster the further development of a high-quality, cost-effective and resilient system of initial teacher training capable of responding flexibly to changing demands in the 1990s."

The Education Secretary said the

provision would allow for an increase in primary school places to meet the expansion in primary pupil numbers and increase secondary teacher numbers slightly in excess of short term demand. This would allow institutions to retain the training capacity they would need in the 1990s, he said.

Letters giving intake details were being sent out to institutions this week. Final proposals are to be announced after representations have been received.

The intakes concentrate primary numbers to allow each BED course to offer the two years' specialist subject study being demanded by the Council for the Accreditation of Teacher Education.

Maths and sciences are being emphasized as primary specialisms, and attention is also given to early years' training.

Secondary numbers are also to be concentrated, and subject areas grouped to emphasize specialist subject study.

The shortage areas of maths, science and CDT are to be given particular attention, as are courses which utilize skills in ethnic minority languages.

Five colleges have been put on probation while they hammer out link schemes with neighbouring universities or polytechnics. They are: Bishop Grosseteste College, Lincoln; Charlotte Mason College, Cumbria; North Riding College, Scarborough; Rolle College, Exmouth; and Westminster College, Oxford.

Two other small colleges, Bretton Hall, Wakefield, and La Sainte Union College, Southampton, have also been asked to look for local academic links.

A number of these colleges are already engaged in negotiation over link plans (TES, April 25). Charlotte Mason College is discussing proposals with Lancaster University to allow its students to study there for a year, while Rolle College is party to discussions about a merger.

Row likely over top ILEA post

by Patricia Rowan

Mr Herman Ouseley has been appointed to the key job of senior deputy to the Inner London Education Authority's education officer against the advice of the officers' group which drew up the shortlist. His appointment is likely to run into severe criticism because of his lack of relevant experience in education.

Mr Ouseley, who has been hotly tipped for the post from the start, is at present assistant chief executive for Lambeth, and was formerly principal race relations adviser to the GLC.

Although highly regarded by the vetting group as an able and effective administrator, 41-year-old Mr Ouseley failed to make the shortlist because he had no experience as a teacher or in an education office.

The officers' team included Mr Maurice Stonecroft, former director general of the GLC, who advised on ILEA's new officer structure, as well as the education officer, Dr Bill Stubbs, Mr Peter Newsam, formerly education officer and now chairman of the Commission for Racial Equality, and Ms Jocelyn Barrow, who chaired the recent inquiry which criticized Brent I.e.a.'s failure to tackle racism.

The advertisement for the £38,500 post of director of education, with responsibility for equal opportunities and policy co-ordination, specified that the postholder would deputize for the Education Officer in his absence, and both this and the salary level established this as the senior of the eight new chief officer posts in the post-GLC authority.

It also specified relevant experience and a detailed knowledge of the education service.

When the officers' team met last Friday, the day after the local elections, it is understood that they did not believe that Mr Ouseley could fulfil the criteria laid down in the job specification of acting for the education officer in all his functions. It was thought that without experience in education administration he could not take charge of research, or make a full contribution to Burnham or examination committees.

Instead they shortlisted three women currently at deputy education officer level - Mrs Jennifer Wisker from Leicestershire, Mrs D M Tuck from Brent, and Dr Tessa Blackstone, who has until now held the equal opportunities brief at ILEA - as well as Mr Richard Knight, director of educational services at Bradford.

However, when the selection committee, led by ILEA leader Mrs Frances Morrell, met on Monday, they added Mr Ouseley to the shortlist and then went on to offer him the post.

Mrs Morrell insists that "the appointment represents a major statement of our commitment to effective policies on equal opportunities."

However, critics are already pointing out that the equal opportunities remit covers sex and class as well as race and that, since being black was not one of the criteria for the job, it was invidious to overlook the claims for three highly qualified women.



Herman Ouseley... not originally shortlisted

women currently at deputy education officer level - Mrs Jennifer Wisker from Leicestershire, Mrs D M Tuck from Brent, and Dr Tessa Blackstone, who has until now held the equal opportunities brief at ILEA - as well as Mr Richard Knight, director of educational services at Bradford.

However, when the selection committee, led by ILEA leader Mrs Frances Morrell, met on Monday, they added Mr Ouseley to the shortlist and then went on to offer him the post.

Mrs Morrell insists that "the appointment represents a major statement of our commitment to effective policies on equal opportunities."

However, critics are already pointing out that the equal opportunities remit covers sex and class as well as race and that, since being black was not one of the criteria for the job, it was invidious to overlook the claims for three highly qualified women.

Professional Association of Teachers

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Derby DE1 9BR

Labour's landslide

Although it is now widely believed that education has become one of the top political issues, last week's round of elections hasn't made it any easier to pinpoint the lessons to be drawn from the results.

If we are to accept the views of Mrs Thatcher and various of her ministers, it all means that, without spending any more money, "standards" must be "upped" about "filtering" and "fingerprinting" school-leavers foisted on unemployed employers.

But since the overwhelming movement of opinion in both local and by-elections was again the Government, there is little reason to suppose that the electorate shares the Prime Minister's viewpoint. Rather, in so far as an educational strand can be separated from the broad movement of votes, all the evidence supports Mr John Biffen's hunch that what the public wants is more money spent on services like education and health, if necessary at the expense of tax cuts.

There cannot be much doubt that what has made most parent voices aware of the impoverished state of schools has been having their children sent home at all hours of the day because of teacher action (which some of them support) and having to find their own money for textbooks as well as for micro and mini-buses.

Certainly the parent activists in London who only last January were desperately pleading with the Government to listen to their views about underfunding and undervaluing of the state system, now feel vindicated and that they have forced ministers to take them seriously.

authorities which shifted to the Left, two, Dudley and Sutton, had been criticized by HMI in recent years (in spite of good results) for cutting spending to the bone. Both Bradford and Brent had run into intense criticism on multicultural policies, but can anyone be sure whether that, any more than cuts, was the clincher? And, if anyone is looking forward to sweeping changes in local educational policies, it should be borne in mind that rate-capping still lives and that, though six councils are now unbung, another seven have become hung, with all that implies in policy frustration.

Inner London was the one place with a nominally single-issue election but here again specifically classroom policies were inevitably swamped by major political trends. Any London-wide election is bound to be deeply political, probably polarized, and anyway too large-scale to be swung by domestic, school-board-type tussles. In this, particular instance, the prolonged cross-party "Save ILEA" campaign had done a thorough job of swinging hearts and minds behind the Labour status quo.

In the event, all the raucous far-right campaign targeted on political indoctrination and sub-standard examination results was swept aside in a Labour landslide almost unmatched outside Scotland.

Although some parent activists came up via school governing bodies to take office for the first time, they only made it if they fought on the Labour Party ticket. And one sad consequence of this intense polarization has been that such wise and experienced educationalists as Anne Sofer of the SDP and Labour's own Sir Ashley Bramall have been rejected.

Both they and other deselected moderates will be sorely missed at County Hall, not least because there is now virtually no effective opposition. That cannot be a healthy state of



Robert Burchfield

Increased word power

It draws on *The Times*, *Telegraph*, and *Guardian*, on the *Listener*, *Slate*, *Times*, *TLS* and *TES*. It draws on the *New Zealand Listener*, the *Brisbane Courier-Mail*, on *House Beautiful*, on *Cabinet Maker* and *Retail Furnisher* and the *Journal of Molecular Catalysis*. It draws on *Rolling Stone*, *Sniffing Glue*, *Sporting Life* and *Sunday Express*. It draws on Mark Twain (often), D H Lawrence, Kingsley Amis and a host of greenery-yallery contemporary sub-novellists. And all in aid of its manically dedicated search for examples - when was this word first used with that shade of meaning? When did that word first appear?

The first TES reference we found came between star-spangled and star-billed: The Home and Classroom Section of the 1931 TES seems to have sported a picture caption congratulating the Great Western Railway Company for regaining the record for the fastest start-to-stop journey in the world. Yes, the *Supplement to the Oxford English Dictionary*, Vol IV, Se-Z is full of surprises of that sort. No word is regarded as too trivial (or too slangy, or too rude) to be accorded its place on this definitive (to use that word with its full force) map of English in its world-wide variety of forms.

editing the four-volume supplement is now completed after nearly 30 years, has made it his business to welcome new forms from other parts of the globe. He has had to pick up a lot of (most American) pieces which his predecessor, Sir James Murray, had sternly left out. Dr Burchfield's famously hospitable attitude to words which may offend Mrs Whitehouse is one facet of a curiosity which chimes happily with social reality.

Capitulation-levels (we'll look that one up in the electronic revision which is promised next) being what they are, we don't have the effrontery to suggest that this volume (£90, or £350 the complete set of four) should be found in every school library. Every local library should have one, of course, as will many a lingo-freak. And no one who spends a couple of hours - even a couple of minutes - browsing through it can fail to come away with something they did not know before, even if it is only the putative origin of *whimmin*, *whimp* or *werp*.

Diogenians on many subjects are reviewed in next week's TES Extra.

no comment

"Local police are believed to be unhappy having to waste valuable time controlling schoolchildren on 'lunch-break'."

From a report on lunchtime incidents in local schools in the Market Drayton

William Stubbs and Peter Morrell are respectively education officer and an assistant education officer

PLATFORM

NEWS

Clive Booth argues that it is time for the Government to face up to the consequences of its expenditure-led decisions on higher education and asks . . .

Is there a policy at all?



The Development of Higher Education into the 1990s

Green Paper so much as stated as an article of faith. Even so, the policy enjoyed the support of a majority of employers who responded to a recent Sunday Times/MORI survey. Yet if employers are judged by their actions in the labour market, the picture is more complicated. Engineering graduates are certainly absorbed into employment quickly, but science graduates are less successful than the average graduate; and graduates from some social studies and humanities courses are more successful than scientists.

In planning the shift towards the technological subjects, the Government has tackled the problem from the wrong end. Making more higher education places available in these subjects before securing an increased flow of candidates was bound to be a high-risk strategy and involve (yes) waste.

The obvious source of extra recruits into science and technology is schools. Yet there has been a failure to adopt imaginative strategies to halt the decline of science teaching, especially physics, in schools.

One of the most serious long-term consequences of the teachers' pay dispute may well be that it has distracted both sides from tackling these urgent problems. In the face of the shortage of suitable applicants from schools, the Government should be actively encouraging mature entrants to higher education.

Although the Green Paper was entitled *The Development of Higher Education into the 1990s* it gave no real

To follow the Government's preferred strategy would reverse the trend of half a century

not taken out of the system, it is still the Government's intention that the development of technology, science and vocational subjects should be at the expense of the arts.

The so-called "switch" to science and technology is a good example of the lack of coherence and preparation characterized by Government policy. Last autumn, several polytechnics reported that students with poor GCSE results who had enrolled for diploma courses were being recruited at the last minute to fill empty degree places in university engineering courses. The prospect for the immediate future is that places in technology will be empty at the same time as good candidates in languages and social sciences, many of them women, will be turned away or deterred from applying.



Clive Booth

tended to deal with the creation of higher education places how the institutional pattern have to change if the Government continued to adhere to its projection of total student numbers. This projection has numbers for from 365,000 now to 400,000 in 10 years' time. That the Government could contemplate such a course at all betrays a deep scepticism at the usefulness of graduates in developed countries. By contrast, 60 per cent of employers in the

The time has come for the Government to abandon its present stance

Times/MORI poll opposed, vehemently, any reduction in the annual output of graduates.

To follow the Government's preferred strategy would reverse the trend of half a century (and longer, in some cases) more successful countries. But this large-scale reorientation would require a very real and certain belief in the general decision to allow for the long lead time and hence political battles involved.

Contraction on anything like the magnitude contemplated by the Government would have to be spread across universities, polytechnics and colleges because concentration on single sector would threaten areas of provision, such as teacher training in colleges or sub-departmental courses in polytechnics. Vocational packages would involve mixture of departmental elements, large institutions and total distance perhaps 12 or 15 small institutions.

To implement such a policy would be to admit the Government has faith in the ultimate success of economic policies and a commitment to industry's expressed wish for graduate output to be maintained or increased. It paints a curious picture of our country as a developed country.

The time has come for the Government to abandon its present stance. The slight widening of access to higher education required to make graduate output would be a very real and certain belief in the general decision to allow for the long lead time and hence political battles involved.

However, if the Government has this course, it must also accept policies towards student financial support. The combination of student grants in the real value of the grant; the loss of student grants; housing and supplementary income now proposed in the Future Plan together with the failure to develop alternative systems (such as loan depress demand for higher education significantly. The consequences are increasingly dominated by the loss of real ability. The abandonment of the Government's review of support has left a policy vacuum in areas which cries out to be filled.

Is a coherent strategy to support a Government which predecessors set up the Robbins

Following a surprise pay pact for teachers, James Meikle reports its implications and Mike Durham meets the employers' new top negotiator

NEW PAY SCALES

Scale 1 Incremental point	As at March 31, 1986	From April 1, 1986
0	£6,904	£6,423
1	8,177	6,888
2	8,888	6,900
3	9,107	7,107
4	9,783	7,302
5	7,041	7,580
6	7,305	7,824
7	7,668	8,085
8	7,846	8,384
9	8,118	8,637
10	8,391	8,910
11	8,685	9,204
12	8,982	9,501
13	9,286	9,804
14	9,639	10,137
15	9,984	10,553

Scale 2 Incremental point	As at March 31, 1986	From April 1, 1986
0	£8,783	£7,302
1	7,041	7,680
2	7,305	7,824
3	7,580	8,085
4	7,846	8,384
5	8,118	8,637
6	8,391	8,910
7	8,685	9,204
8	8,982	9,501
9	9,286	9,804
10	9,639	10,137
11	9,984	10,553
12	10,413	10,968

Scale 3 Incremental point	As at March 31, 1986	From April 1, 1986
0	£8,391	£8,910
1	8,885	9,204
2	9,286	9,501
3	9,639	9,804
4	9,984	10,137
5	10,413	10,553
6	10,788	10,968
7	11,163	11,378
8	11,585	11,778
9	11,970	12,207

Scale 4 Incremental point	As at March 31, 1986	From April 1, 1986
0	£9,984	£10,833
1	10,413	10,988
2	10,788	11,349
3	11,163	11,778
4	11,585	12,207
5	11,970	12,627
6	12,372	13,063
7	12,846	13,568
8	13,413	14,151

Senior Teacher Incremental point	As at March 31, 1986	From April 1, 1986
0	£10,758	£11,349
1	11,183	11,778
2	11,585	12,207
3	11,970	12,627
4	12,372	13,063
5	12,846	13,568
6	13,413	14,151
7	14,032	14,838
8	14,532	15,330

Deputy heads	As at March 31, 1986	From April 1, 1986
Group 4	Min 7,395	7,905
	Max 10,581	11,163
Group 5	Min 8,733	9,252
	Max 11,373	11,957
Group 6	Min 9,771	10,298
	Max 12,177	12,646
Group 7	Min 11,146	11,757
	Max 12,482	13,178
Group 8	Min 11,778	12,324
	Max 13,166	13,878
Group 9	Min 12,372	13,053
	Max 13,761	14,517
Group 10	Min 13,082	13,778
	Max 14,480	15,286
Group 11	Min 13,829	14,484
	Max 15,342	16,186
Group 12	Min 14,643	15,442
	Max 16,047	16,828
Group 13	Min 15,474	16,326
	Max 16,890	17,817
Group 14	Min 15,945	16,821
	Max 17,370	18,324
	Min 16,674	17,692
	Max 18,108	19,104

Headteachers	As at March 31, 1986	From April 1, 1986
Group 1	Min 10,398	10,989
	Max 11,589	12,198
Group 2	Min 10,839	11,439
	Max 12,016	12,676
Group 3	Min 11,343	11,967
	Max 12,611	13,203
Group 4	Min 12,057	12,720
	Max 13,437	14,178
Group 5	Min 13,065	13,786
	Max 14,448	15,267
Group 6	Min 13,983	14,781
	Max 15,380	16,137
Group 7	Min 14,850	15,688
	Max 16,254	17,748
Group 8	Min 15,809	16,782
	Max 17,319	18,075
Group 9	Min 17,139	18,587
	Max 18,557	19,587
Group 10	Min 18,265	19,254
	Max 19,683	20,787
Group 11	Min 19,704	22,332
	Max 21,168	22,851
Group 12	Min 21,080	23,704
	Max 22,464	24,442
Group 13	Min 22,221	24,808
	Max 23,804	25,808

16-plus, cover and supervision main challenge to salary peace

Teacher union leaders are confident their members will deliver on promises to restore peace and calm to schools in the wake of last Friday's pay deal.

But the National Union of Teachers called off industrial action and joined the Acas-inspired talks aimed at getting more money and a new definition of teachers' jobs, the possibility of isolated disruption remained.

Cover for absent colleagues, voluntary supervision at lunchtime and co-operation in preparation for the GCSE are still likely to cause problems.

The NUT executive said it would still consider supporting immediate "no cover" action in secondary schools where local authorities had acted "provocatively" during more than 15 months of dispute.

Otherwise, it is advising members to cover for up to a day where absences could not have been foreseen.

Teachers believe last week's Burnham agreement—£520 or 5.5 per cent a year, backdated to April 1—represents a good deal on which to build a claim for more money.

These have been three increases gained in the last two months—6.9 per cent plus 1.6 end-loaded for 1985 and the latest rise. Average salaries for classroom teachers will rise to about £10,500 a year and teachers on the lower scales get a slightly bigger percentage than those further up.

The employers, on the other hand, have put pressure on both the NUT, (which was not party to the 1985 settlement), and the National Association of Schoolmasters/Union of Women Teachers, (which was), to end most disruption.

A number of local authorities reported continuing problems with NAS/UTW members despite their union's agreement to call off action in March. The NAS/UTW believes the extra money in teachers' pockets should defuse the problem.

The local authorities overrode opposition from the Department of Education and Science to the new agreement, which adds 5.73 per cent to the £4.4 billion annual pay bill.

The increase was fractionally more than the 5.44 per cent addition to Scottish teachers' salaries awarded in advance of an inquiry.

But the management side of the Burnham Committee was careful to make sure that the words "interim" or "on account" were left out of the settlement. That means that the question of whether any extra money may be forthcoming out of the Acas talks remains a matter open to negotiation.

Both employers and teachers remain convinced that the Government offer of £1.25 billion over four years in return for a new structure and contract is too small.

The main surprise at last Friday's meeting was that the NUT, left out in the cold by colleagues on the teachers' panel of Burnham last month, was welcomed warmly back into the fold.

The Assistant Masters and Mistresses' Association played an important role, amending a NUT call for an immediate £800 a year payment pending a full 1986 agreement, so that the figure became "a basis for negotiation" rather than an outright demand.

The panel, convinced of the NUT's good intentions, united round the claim—although the National Association of Head Teachers abstained because of its belief that there should be a percentage rise to maintain members' differentials.

The employers, who had decided not to make an offer of their own, responded informally with a 5.44 per cent suggested increase.

But they proved flexible over the flat

Pearman sets deadline for framework

Teachers and employers have been headed a unique chance to work out a new deal for education in a climate of optimism, the new leader of the local authority employers, Mr John Pearman, said this week.

But both sides had to seize the opportunity before it was lost. "It is crucial to reach an agreement before the autumn—and I believe it will happen," he said.

Mr Pearman, leader of Labour-controlled Wakefield Council, succeeded Mrs Nicky Harrison as leader of the employers' side on the Burnham pay negotiating committee on Monday.

He welcomed the return of the National Union of Teachers to talks, which resumed this week under the chairmanship of Sir John Wood. But he added: "Life will not be as easy as it has been."

Mr Pearman said the employers are aiming for a new framework for education, encompassing new deals on voluntary activities, pastoral care, marking, report writing and class contact time. The most difficult problem yet to be overcome was over cover for absent colleagues.

But he was confident teachers would agree to a new national deal. "At the moment arrangements are haphazard. There is no agreement and each authority operates different rules about cover."

Another thorny problem is likely to be the NUT's demand for a limit on class sizes. It is believed the employers may be ready to offer a deal on class contact time as part of the new framework.

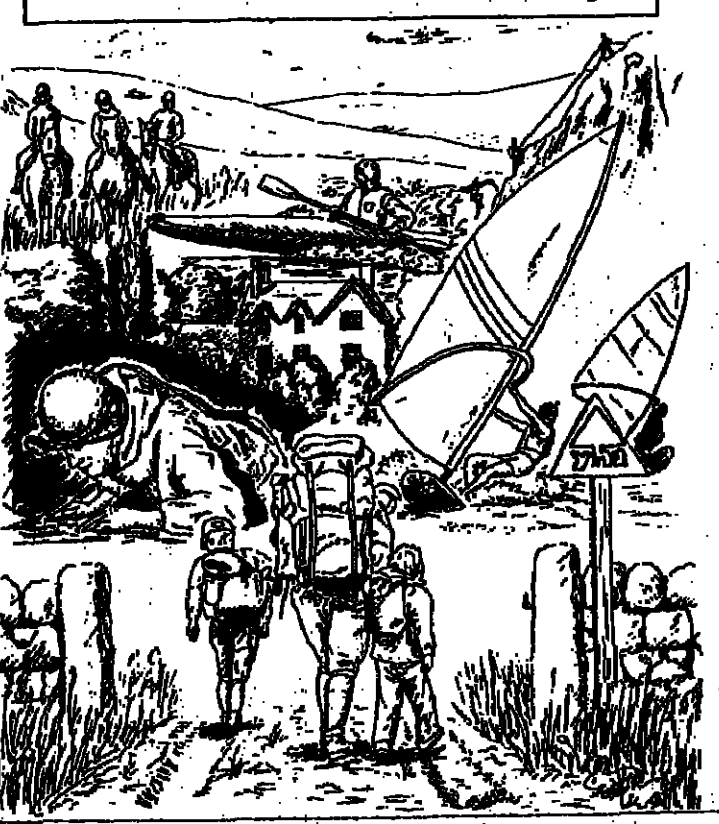
Mr Pearman forecast a huge boost to teachers' morale, a new climate in education, a streamlined pay negotiating structure and the opportunity for more investment in education if a deal was reached.

But it had to be achieved before the autumn because it would need legislation to amend the Education Act and the Remuneration of Teachers Act.

Mr Pearman is expected to step down as employers' leader of the Burnham Further Education Committee later this year and bow out of the Secondary Examinations Council.

He is acting leader of the Burnham Primary and Secondary Committee employers, and is expected to be formally elected for a further term at the panel's annual meeting in July.

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The Audit Commission yesterday published an 80-page investigation into secondary school management. Barry Hugill here analyses the findings and opposite interviews the commission's Controller

Politicians blamed for secondary ills

Government, local and national, is lambasted in the Audit Commission report on the management of secondary schools, published yesterday.

The commission stresses that it is not in the business of criticizing Government policy or commenting on such matters as the quality of teachers or the appropriateness of the curriculum on offer.

Yet, in the course of 80 pages, it lays the blame for many of the secondary school ills, real or imaginary, on local politicians who have failed to come to grips with falling rolls because "there are few votes in school closures".

And it has little sympathy for Government's local authority spending policies which it describes as a "tax on reorganization", or for

education ministers who have sat on reorganization schemes for the same reason as their local authority colleagues - fear of upsetting public opinion.

It avoids the euphemisms common to most such reports and is peppered with comments such as "there is no time to lose", "time is slipping past", "radical change is essential".

Its programme for rationalizing schools, reforming teachers' pay negotiations, giving greater control over schools to heads and allowing local education authorities to decide what they should pay teachers would, if implemented, transform the educational service.

The commission takes as its starting point the view that teaching costs and teachers are not being managed effectively. As a result, the

quality of secondary education is "a continuing cause of concern". It describes a system almost at the point of collapse:

- Sickness among teachers often exceeds 10 per cent on a typical school day;
- Talented teachers are not rewarded properly;
- Teachers rarely receive any feedback on their performance in the classroom;
- There is an acute shortage of teachers for mathematics, physics, and technology-based subjects; and
- Heads are appointed in a "chaotic, rushed and unsystematic manner".

"Small wonder, perhaps, that there has been sporadic industrial disruption over the past 12 months", the commission says, adding that "clearly things cannot go on as they are".

Unfortunately, the prospects are for a situation to worsen, the report continues, because local education authorities are not effectively managing the quality of education. They suffer "as the curriculum will be curtailed, which can be afforded".

Unless "Parliament, the local education authorities themselves are prepared for decisions, most notably over school closures, secondary education system will be in a prolonged period of relative decline".

The taking of such difficult decisions is made any easier "by the uncertainty generated by speculation about possible initiatives and Crown schools and education vouchers or general lack of a managerial 'ethos' in education", says the commission.

Three authorities cited for bravery

The report is not all criticism of local education authorities. Of the 12 local education authorities studied in depth, a few are singled out as "authorities who have taken the brave, difficult and often painful steps to close schools despite the political and management risks involved".

But, with three significant exceptions, even the well-behaved have not gone far enough to satisfy the commission.

Barnet is praised for reducing capacity by 19 forms of entry over the past seven years, but it still has problems providing viable sixth-form courses. Bexley has plans to reduce its second-

ary schools to 88 forms of entry from the present 119 and will be taking more than 3,300 places out of use and closing or amalgamating five schools out of 19. Yet by 1991, there will be 25 per cent spare capacity unless further action is taken.

Haringey has closed 4 out of 14 secondary schools since 1977 but still faces 25 per cent spare capacity within three to four years.

Only three authorities get the commission's full seal of approval. Herefordshire has closed seven schools, eight amalgamations have taken place and a further 10 closures or

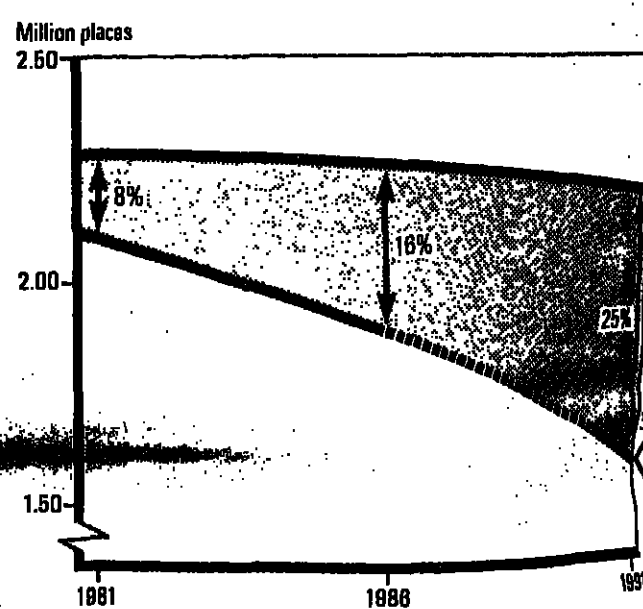
amalgamations have been proposed. Twelve sites are to be sold.

Manchester plans to introduce admission limits, reorganize the Roman Catholic voluntary schools, and rationalize sixth form provision. Fourteen major buildings are to be sold with an estimated site value of £4 million. Altogether, some 11,000 places will be taken out of use over the next three to four years.

Waltham Forest is planning to take 2,200 places a year out of use. Seven school buildings or sites will be closed and sold.

Planned Adjustments To Secondary School Capacity

Plans as at mid-1985 from a sample of 46 local education authorities.



The team that produced the report was led by Robert Bostock of the Audit Commission and is available from HMSO. £5.95 ISBN 0 11 712347

Be tougher employers, l.e.a.s are told

Local education authorities must become tougher employers, the commission says. More teachers must accept redeployment and others should be offered early retirement or voluntary redundancy.

The number of teachers in a school ought to be determined by the curriculum on offer, not the number of pupils in the school.

Allocating staff on the basis of pupil-teacher ratios is ludicrous, says the report. It is as if hospitals were to employ staff by the number of beds rather than by taking into account the medical and surgical specialities available.

It is the fault of the pay system: "It gives a misleading picture of the standard of education on offer. People wrongly believe that if the pay falls then standards must be improving."

There is no uniformity among local education authorities. Even within an l.e.a. there is often a wide variation in the pay from school to school and

It diverts attention from the curriculum offered by schools. Politicians and parents too often look at the size of classes rather than what is actually taught.

The commission says that authorities must scrap pay and go beyond curriculum-led staffing to "actioned staffing".

ALS takes into account not only the formal curriculum of the school but also the extra-curricular activities that

Closures could boost salaries

Unless local education authorities take drastic action to close schools, the commission estimates the wasting of about £500-700 million a year by 1990. Such money would be better used to pay teachers more and to improve the quality of education.

It is obvious what needs to be done, says the report. Around 1,000 schools, 10 in a typical local authority, need to be closed over the next four years.

But because of a grants system that can penalize authorities who make an initial investment in a reorganization scheme and parental opposition to closures, it is unlikely that action will be taken.

The balance is weighed excessively in favour of doing nothing, says the commission.

A series of radical reforms must be introduced by the Government:

- The consultation procedure for closures must be tightened up.

The commission says that teacher shortage in mathematics, physics and CDT demands urgent action. It urges higher pay for scarcity subjects.

The "market" price necessary to attract such teachers will vary from authority to authority, the report says.

What is appropriate in (say) Huddersfield is an inducement to mathematics teachers would be inadequate in Newbury where computer software skills are in particular de-

same token, be excessive in Newbury.

The solution is for local education authorities to have a more flexible and resolved and they should have flexibility within the nationally agreed terms and conditions of service.

The commission calls for the re-empowerment of the local education authority committee negotiating both pay and conditions. The Secretary of State

An auditor will call for a one-off opportunity

Every local education authority will have received a copy of the Audit Commission report. And to make sure that they fully understand it, they will be receiving a visit from the local auditor who "will help ensure that the appropriate local action is in hand", explains John Banham, the commission's chief executive.

"It would be nothing short of tragic if this one-off opportunity is lost through managerial incompetence or lack of will locally or at national level", he says.

He compares Britain's schools with the car industry and asks a rhetorical question: "Why do we have the tradition in this country of waiting until it is too late before doing anything?"

To justify his view that education is in a state of near collapse, he reels off statistics: "Forty per cent of 16-year-olds leaving school with no qualifications; 20 per cent of 15-year-olds leaving every school day; one of the lowest entry rates for FE in Western Europe".

He denies that there is any conflict between the Audit Commission projections for surplus capacity in the 1990s and those of the local authorities. But he accepts that many of the authorities criticized in the report for not closing more schools have acted in line with the DES recommendation that they should aim to take out three-fifths of their surplus places by 1991.

Remedies for selection 'shambles'

The report says the selection of headteachers is in some cases "evidently a shambles".

The commission suggests a six-point programme for selecting heads:

- 1 All candidates, internal and external, should be assessed according to the same criteria and using the same methods. Candidates should be judged by their ability to carry out the job of a head and not by any other factor.
- 2 Evidence on candidates should be recorded in writing and accumulated through each stage of the selection process. At the moment candidates usually start afresh, with a clean slate and an equal chance, after each elimination hurdle.
- 3 Candidates should be given an opportunity to visit the school but social functions should not be part of the selection procedure.
- 4 All those interviewing should have received a prior briefing on the candidates, on the type of questions that should be asked and on the criteria that should be used in reaching a decision.
- 5 Local education authorities responsible for secondary headteacher selection should be trained for the job. In turn they should train the other members of a selection panel.
- 6 Local education authorities must spell out the different roles of education officers, councillors and governors on the selection panel.

The commission is contemptuous of the way many heads are selected at the moment. It claims "that the power of patronage is a vital factor in determining who gets a job and where".

Once the system is reformed heads should be given greater powers, says the commission.

The head and governors should have the widest possible discretion to manage the school within an agreed budget. They should be allowed to decide how the school should allocate its resources and make their own arrangements for the cover of absent teachers and for lunchtime supervision. They should have control over school heating, cleaning, maintenance and repairs.

Heads should be allowed to decide which teachers should receive "recognition" for superior performances. In fact, the report says, the best teachers are reflected in pay, promotions

He has a ready answer to the critics who argue that rolls might be falling now but that within 10 years they will be rising again and that it would be a false economy to close schools that would have to be re-opened later.

"Yes, the school population will grow, but not in the same places. There will be an upsurge in places like Milton Keynes, but in other parts of the country the school population will remain stable or continue to decline."

He says that people should stop worrying about buildings and concentrate on the content of schooling.

"The technology is changing the way

that we look at education. The use of interactive video, distance learning. Our needs in the 1990s will not be the same as now. In any case we are not saying that authorities should not plan ahead, only that they stop making excuses for inaction."

"It is not for me to make political judgements", he says, "but I would have thought that while it is true that there are no votes in closing schools, there are a lot in improving them."

"Take teachers' pay," he explains. "There is a great deal of public concern over the dispute, yet so much money is wasted in heating under-used buildings and teaching empty desks. Money that could be used to pay better salaries."

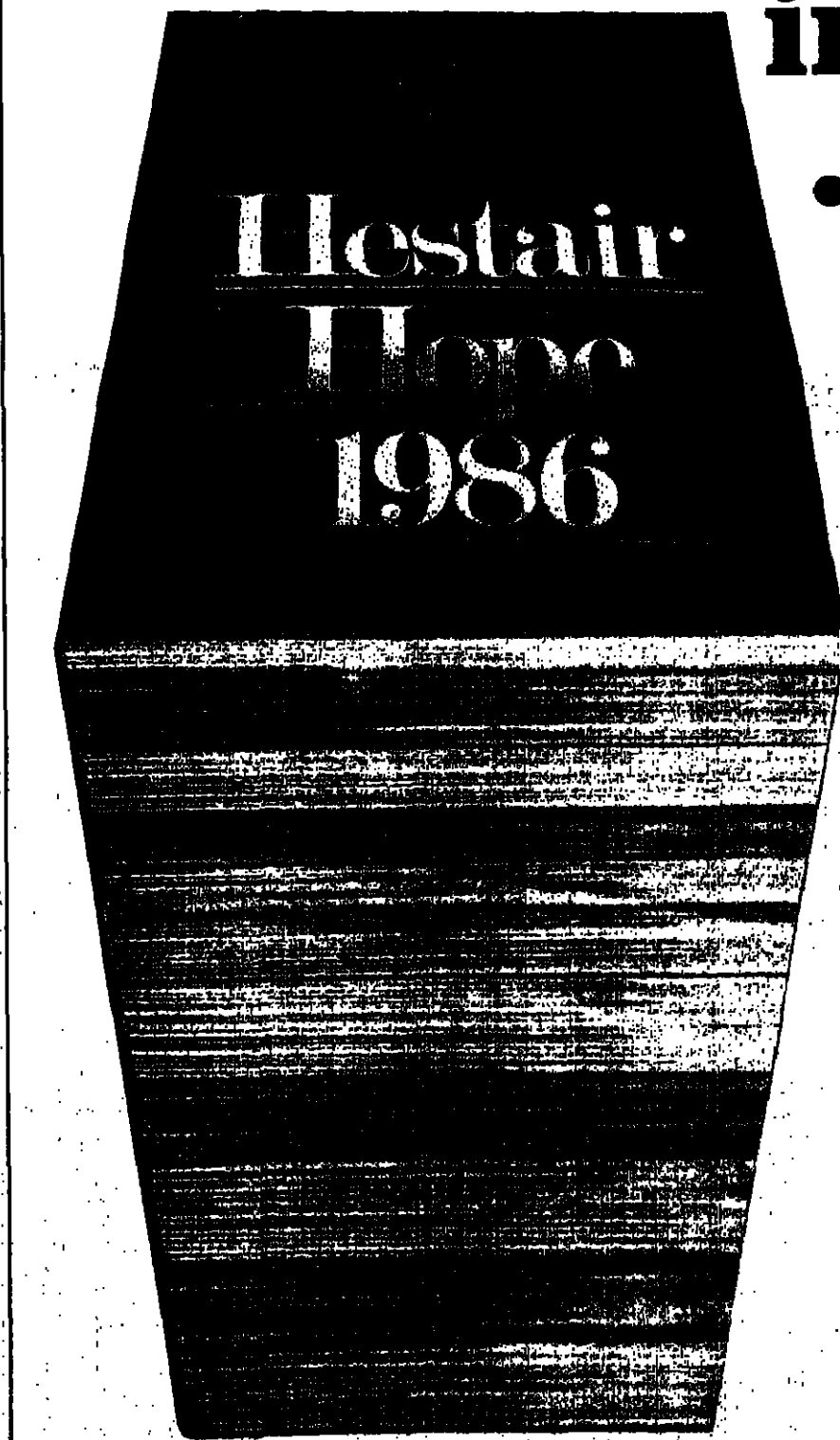
He accepts that he will be treading on the toes of "the vested interests who dominate education, but is prepared for the consequences" because it would have been irresponsible "because it would have been critical issues that we have raised".

Audit Commission



John Banham: no conflict between projections

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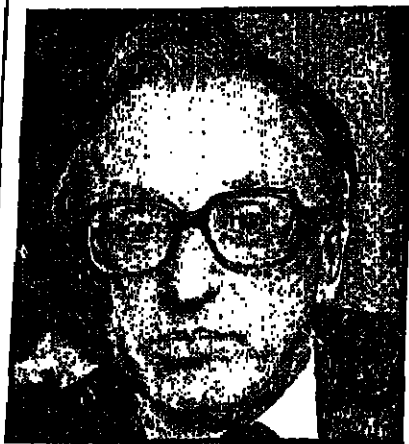
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NEWS

College chiefs ponder new grouping

by Mark Jackson



Wilson Longden: Influence on Government

Representatives of college principals and vice-principals are meeting today to explore proposals for a new association covering all college management. The aim is to create a powerful new voice for further education capable of influencing the Government and other policy-makers.

The representatives will examine a range of options for the role and membership of the proposed organization which are being put forward by the council of the Association of Vice-Principals. A key issue is whether it should exist alongside the present bodies which represent principals, vice-principals, and registrars, or whether it should be a merger of the associations, taking over their trade union functions.

Whether or not membership should be open to department heads is another matter to be considered by the meeting. The proposals will be aired in public for the first time later this month at the annual general meeting of the vice-principals.

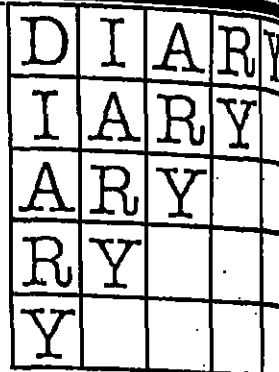
Representatives of the other further education bodies, including the National Association of Teachers in Further and Higher Education, are expected to attend as observers. The AVP council proposes that the new body should be called the Further and Higher Education Management Association (FHEMA).

Mr Wilson Longden, formerly the Manpower Services Commissioner representing education, and a past

AVP president, who drew up the proposals for the council, said that the FHEMA could have 2,500 members if it were restricted to senior management, and twice that number if it included the more junior department heads.

He said: "It would have an influence in Government and other official circles denied to the present associations, quite wrongly, because they are considered too small to matter much."

Mr Longden said he would expect many of the members to remain in NATFHE, like many of those active in the present associations. He hoped that the FHEMA, whatever its form, would be able to work closely with NATFHE.



Altared view

Everything is coming up roses on the Birmingham Committee. Nicky Hargreaves has walked off into the sunset, having been replaced by a new leader, Mr. John Pearson, who has been announced as the new leader of the Birmingham Committee.

The fun-loving bachelor of the Birmingham education committee (he became leader last November), when he was chairman of the Birmingham education committee, was not even present at the selection meeting.

Mr Pearson, formerly a Birmingham journalist with the TES, was in the city at the time of the selection meeting. He was not even present at the selection meeting.

Call of the East

Margaret Morgan was not too pleased to be beaten to the Labour candidacy for Tooting in the local elections to the new LEA. She was, after all, chairman of the authority's development subcommittee at the time. But what particularly annoyed her was that her victor, and Paul Fisher, was not even present at the selection meeting.

Mr Fisher, formerly a Birmingham journalist with the TES, was in the city at the time of the selection meeting. He was not even present at the selection meeting.

Degree unclear

It is not just Bob Dunn who finds the Who's Who form a little cumbersome in his style. It has been drawn to the attention (no, not by anybody who wants Sir Keith Joseph's job) that Rhodes Boyson's entry is not the model of clarity it might be.

The education bit reads: "Headmaster of the Grammar School, Cardiff; Manchester University; Corpus Christi Coll., Cambridge. Then comes a full stop. Then: BA, MA, PhD."

The reader might justifiably wonder where he got what. In fact, Boyson started but never earned his degree in Wales while serving in the navy, then took a BA in politics and modern history and an MA in 19th century economic history at Manchester. He obtained his doctorate at the LSE in 1968, on the economic history of the cotton industry. The spell at Cambridge was a schoolmaster fellowship in 1969, which enabled him to complete his work for the doctorate. On he acquired a teaching diploma at Manchester, too.

Verdict: not as bad as Dunn but could do better.

Gun law

Americans have a mean way with words. After a 16-year-old school pupil in front of horrified classmates, the county sheriff commented: "Two boys just didn't get along."

Acron

British Association seeks solution to financial problems

by Hilary Wilce

The British Association for the Advancement of Science is facing financial difficulties because it has spent the past two years. The association is best known for its annual meeting but also promotes science and technology in schools and industry. It has an annual turnover of about £250,000, but for the past two years has been spending between £10,000 and £20,000 more than its income, which comes from government, industry, and subscriptions.

A corporate plan will now be worked out by the end of the year in an attempt to put the BA on a firmer financial footing.

Dr David Morley, executive secret-

ary, said the difficulties had arisen because the association had taken on a wide range of new activities in an unplanned way. These included the primary science Young Investigators Scheme, a science magazine for secondary school pupils, and a number of industry initiatives.

However, he denied the BA was in a financial crisis. "We've got enough reserves to survive for the next year or two, by which time we will either have rejigged the organization or raised enough to carry on."

This year's annual meeting will take place at Bristol University in the first week in September.



On the bridge... children enjoy the new attractions at Kids' Kingdom, a three-acre fun park, which forms part of a £500,000 expansion to Paulsons Park, near Romney in Hampshire.

Union loses appeal for extra seat

by Bert Lodge

A teacher union's claim for a bigger say in the Welsh Joint Education Committee's examination discussions has been rejected by the Secretary of State for Wales, Mr Nicholas Edwards.

Other teacher unions had agreed that the National Association of Schoolmasters/Union of Women Teachers should have an additional seat on the examinations committee to reflect increased membership. It would replace the currently held by the Welsh Secondary Schools Association.

The NASUWT resents the presence on the exams committee of the WSSA because it is not a union but a heads' association which crosses union boundaries.

One seat each is taken by the WSSA, the National Association of Head Teachers and the Secondary Heads Association.

Mr Alan Jones, Welsh member of the NASUWT, said: "What rankles with us is that they are being doubly represented because they are also members of the NAHT and SEA."

He complained that, while secondary heads numbered only about 200, his own union - with about 6,000 members in the Welsh secondary sector - had only five seats on the committee.

HE enrolment rises by 4.4%

Enrolments to full and part-time public higher education courses rose by 4.4 per cent between 1984 and 1985, according to Government figures. This meant the total number of students to 125,000. First-year enrolments rose by 5.1 per cent.

A proportion of these increases was accounted for by the reclassification of students from further education courses. Taking this into account, the increase was 3.7 per cent, and the first-year enrolments rose by 5 per cent. Enrolments at polytechnics rose by 1 per cent, at other maintained institutions by 5.1 per cent, and at independent colleges by 6.4 per cent. Enrolments in first-year courses rose by 6 per cent, while enrolments in first-year courses rose by 3 per cent, and for post-degree courses by 8 per cent.

More than 125,000 applicants are expected for the 33,000 polytechnic places available next year. The new centralised admissions system, PCAS, has meant that 119,458 UK applicants and 7,000 overseas applicants had applied by the end of March.

Enrolments in public sector higher education 1979-1985, Statistical Bulletin, DES, Education House, York, YO1 1PP, 0422 881 774.

Hard Dunn by

Parents in London (pictured right) say they have been snubbed by junior education minister Mr Bob Dunn.

The All London Parents' Action Group says it fixed a date and time with his department to hand over a petition and a letter to Sir Keith Joseph. But the day before the meeting, members were told Mr Dunn would not be available after all.

About 180 parents and children still went to the offices of the Department of Education and Science at Waterloo to present the 12,000-signature petition last week - calling on the Government to make significant new investment in state education. Mr Dunn's private secretary accepted the petition.

A DES spokesman said Mr Dunn, MP for Dartford, had been involved in "important constituency arrangements". He is believed to have been helping out with a local by-election.



Liberal seeks Lords think tank on education

An all-party committee of peers to act as a think tank on education was proposed last week by Lady Seager, Liberal education spokeswoman.

She opened a Lords debate which called for more investment in education by benchmarking the deterioration of the "great debate" into a "slanging match".

An all-party select committee of the Lords could be set up to examine anew the problems of education and raise the level of the debate, she suggested.

Lord McIntosh of Haringey, Labour education spokesman, described as "shocking" the fact that the amount spent on defence had surpassed education spending for the first time.

He continued: "What we have is irresponsible talk about vouchers and about assisted places, excessive concentration on the question of politics in our schools, ill-thought-out plans for Crown schools, and, consistently, blame placed on the teachers for what

is after all the responsibility of us all in our education system."

The Bishop of London, Dr Graham Leonard, also called for more spending to end the "gloom and doom in education".

But Lord Bloff, from the Government benches, rejected the view that it was lack of money which explained Britain's poor performance in the international league. Rather, the deficiencies must lie primarily in the way the money was distributed between the various activities, he said - and went on to deplore the abolition of the grammar schools.

His colleague, Lady (Caroline) Cox, criticized a picture story book for six to eight-year-olds, called *Jenny lives with Eric and Martin*, said to show photographs of a little girl in bed with her father and his male lover. This was on distribution from a teaching centre in north London, she claimed.

Students want Duke to resign

Edinburgh University students have voted to write to Prince Philip to ask him to quit as life chancellor, but not enough members of the students' association attended the meeting to make the vote valid.

Proponents of the motion - the university's Liberal Club - now plan to put it before the annual general meeting of the students' association next October, where it is almost certain to be passed.

The 100 students who turned up to Monday night's meeting voted five to three to ask the Duke of Edinburgh to resign. An attendance of 300 is needed for a quorum.

Backers of the motion want to see a more active and campaigning chancellor in post to combat the financial cuts facing the university. Prince Philip has been chancellor since 1952. Opponents say he follows university affairs closely, but is not involved in the university's

Violence claim

Some teachers may have fostered violent attitudes in their pupils through their own disruptive action during the pay dispute, Miss Penne Yaffe, general secretary of the Association of Career Teachers, told her organization's annual conference at Ipswich last week.

She accused the NUT of hypocrisy for launching a crusade for the education service when for a year and a half it had "consistently contributed" to its destruction.

Abuse guidelines

Teachers must always be on the lookout for signs of child abuse, the Department of Health and Social Security said last week. All e.a.s. have been sent detailed guidelines on methods of protecting children.

In future, every school will be expected to appoint a member of staff as a liaison officer with the social

(exp. prolonged life) - used as a visual representation of a long or growing exp. in cartoons (little of sport)

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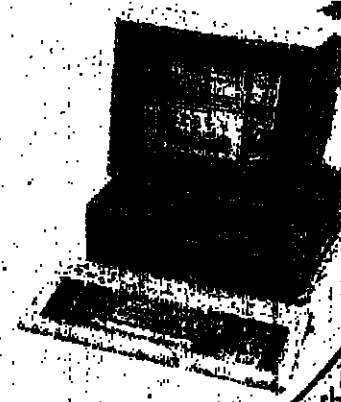
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Education on the move...

The Manpower Services Commission has been an easy target for critics of race discrimination. It has favoured equal opportunities in principle, but been unable to deliver them in practice in many of its schemes. Now the Commission has a chairman who is deeply outraged by discrimination in all its forms and is insisting on effective action by its officials. He has told them that equal opportunities for both blacks and for girls must be a priority objective in the new YTS. But are the officials giving equal urgency to both sides of the Bryan Nicholson crusade?

New scope hope for girls

by Hilary Wilce

A package of measures is being introduced into the Youth Training Scheme to try to broaden the participation of girls.

It includes single-sex and reserved-places schemes and encouragement of trainees to sample different jobs before embarking on training.

Experts in women's training welcome the package but say it is too limited and ignores some of the most crucial influences on the pattern of take-up of training places by girls.

Dr Ann Wickham, of the Dublin National Institute of Higher Education, whose book on women and training is due out later this month, said: "What these measures do is place the onus on the girls themselves, which is typical of the way the MSC approaches problems. They could be putting more pressure on the employers themselves to conform to equal opportunities measures, although it is unlikely that they ever would because it goes against the present Government's commitment to employer-led training."

The training of trainers was also vital, she said. There was evidence that attitudes of supervisors and of people in job centres was a major problem. "If you've got trainers who are resistant to girls coming in, then that's going to be a significant negative factor."

The package has been introduced because although 45 per cent of trainees on the YTS are girls, they are heavily concentrated in three traditionally male occupational areas - science, engineering and manufacturing.

The MSC announced that it aimed to establish, in 1986-87, six girls-only schemes in non-traditional areas such as construction and engineering, and a further 10 schemes with places reserved for girls. It also wanted to encourage job sampling by trainees, and planned to hold

workshops for employers and girls. In 1986-87, six girls-only schemes in non-traditional areas such as construction and engineering, and a further 10 schemes with places reserved for girls. It also wanted to encourage job sampling by trainees, and planned to hold

Race to fill gap for blacks

Vigorous measures to combat racial discrimination in the YTS are being implemented by the Manpower Services Commission.

They are aimed at getting black youngsters a fair share of the training places most likely to lead to jobs.

The measures, which have just been approved by the Youth Training Board, come after a long campaign by area manpower board members and trade unions who claim that many employers discriminate against blacks in selecting youngsters for their YTS places.

Following many months of collecting and analysing the figures from schemes in the major cities, the MSC now admits that there is an unexplained gap between the proportions of blacks and of whites in the employer-based schemes. "On the face of it ethnic minorities have less access to employer-led schemes than white trainees," its officials have told the YTS.

In a paper to the board the officials review factors other than deliberate discrimination which may contribute to this, but conclude that there is still enough evidence to justify a comprehensive equal opportunities policy.

The attack on discrimination is being mounted at three main levels: imposing commitments to provide opportunities in the criteria for approving managing agents as YTS training organizations, in the training contracts the agents have to submit, and in the contracts.



Science... one of the non-traditional areas for girls on the YTS

a major equal opportunities conference in the autumn.

A spokeswoman said this week that despite widespread interest in the proposed schemes from providers, it had not yet been possible to finalize any projects.

Pressure for action to promote equality between the sexes has come from a number of sources. It is a personal commitment of Commission chairman Mr Bryan Nicholson who told a conference recently: "We have to convince employers that women are a neglected resource."

Pressure has also come from professional organizations, union women who have examined the experience of girls on the one-year YTS and concluded that urgent steps are needed to improve their experience.

Mrs Judith Parris, treasurer of the Fawcett Society and one of the authors of *Class of 84*, a study of girls and the YTS, said at a meeting with MSC last autumn there had been resistance to



Disparity between proportions of blacks and whites on employer-led schemes

Introducing scheme-by-scheme monitoring, using computers to alert local MSC staff to unsatisfactory recruitment patterns; requiring programme review teams inside each scheme to check that equal opportunities policies are being carried out; and strengthening supervision both by MSC specialist teams and by area manpower boards.

Taking active steps to encourage more black youngsters into employer-led schemes - including action under the inner cities initiative, the establishment of some black-only schemes, and a marketing campaign in the ethnic minority media.

A leading part in encouraging black youngsters to hold out for places in the YTS development officers now being recruited. The Training Standards Advisory Service - the Youth Training

Edited by
Mark Jackson



Barbara Marsh: area look

anyone who believes people do not get excited over education issues could visit Shropshire.

As the county's first Labour administration grapples with the problem of filling gaps, consultative public meetings have been pulling in impressive numbers.

A meeting in Baschurch to discuss the proposed closure of the town's 550 pupil Corbet School was attended by 1,000 people. One observer said it was probably the biggest event in Baschurch since VE Day. Church Street people assembled in similar numbers to discuss the proposed closure of their own 600 pupil school.

Holding only 25 seats on a 66 member council, Labour has to balance its own wishes with the need for cross-party support. They face some potentially unpopular decisions. "It would have been easier to have done nothing, but that would have been a betrayal of our responsibilities to the people of the county. Putting off decisions would only have made problems worse," says Mrs Beryl Mason, who chairs the education committee.

In 1984 there were 32,657 pupils in the county's 44 secondary schools. By 1993 the roll is projected to drop to 26,300 - less than 600 per school.

The DBS White Paper "Better Schools" lays down a 1,000 pupils minimum with five form entry in an 11-16 school.

Mrs Mason and the reorganization working party used criteria laid down by the previous Conservative council in 1984. This conceded to local preferences for smaller schools and specified four form entry as the minimum for 11-16 schools. Schools projected to drop below four form entry - and remain there after 1990 - were subject to review.

This review began under the Conservatives. Dr Barbara Marsh, a former chairman of the education committee, explains: "We looked at the county area by area. We started with Shrewsbury and talked to heads and governing bodies and explained the whole process. We also looked at the possibility of tertiary provision in Telford. But then we ran into the pre-election period and suspended activity to avoid it becoming an election issue."

Electing in May 1985, Labour opted to look at it county-wide. You can't look at our urban areas, Shrewsbury and Telford, in isolation. Every decision made for one area has implications for another. Go simply for large urban schools and you're likely to leave rural areas with understaffed schools and inadequate curricula. We looked at several areas more than once before issuing our report," says Mrs

The group, of four Labour members - one each from the Conservative, Liberal and Independent groups, worked quickly to produce their proposals. These, if adopted, will have a dramatic effect on Shropshire's schools map, affecting 24 schools and colleges. Four 11 to 16 schools will close, with two more amalgamating in a split site. A 1,000-pupil school in Telford will draw pupils from communities outside the town area.

The county's last two selective schools - a boys' grammar and a girls' grammar - will be merged into a single 16-form entry girls' high school in support of a comprehensive. Bridgnorth in the south of the county will go tertiary staff on how to tackle "alleged" neglect, or "witnessed" neglect.

A training package is being developed for use by accredited centres to provide training on the management of schools. It will be left to the centres to decide whether to employ staff.

The Commission for Racial Equality has offered to help with

inevitably become a focus for much of the debate. "The solution appears to have been organized in a way that everybody is sent into an urban area to urban schools. Shropshire is a very rural county and we must attend to the needs of both," she says.

Rural areas, says Dr Marsh, do feel left out: "For all the interest at the public meetings there was a lot of cynicism. Because it was presented as a complete plan, people felt that they had little chance of affecting proposals

Shropshire faces up to unpopular decisions on closures

by Huw Richards



Beryl Mason: different strategy

for their own areas."

Mrs Mason denies they have been unfair to rural areas: "We've been very generous in some rural areas retaining smaller schools like Lason Childs at Cleobury Mortimer and Rhyn Park in the north of the county."

"When we had comprehensive reorganization we went for small schools. That was fine in the baby boom days, but now it leaves us with some very small schools. The whole debate has been conducted in terms of 1,000 - the

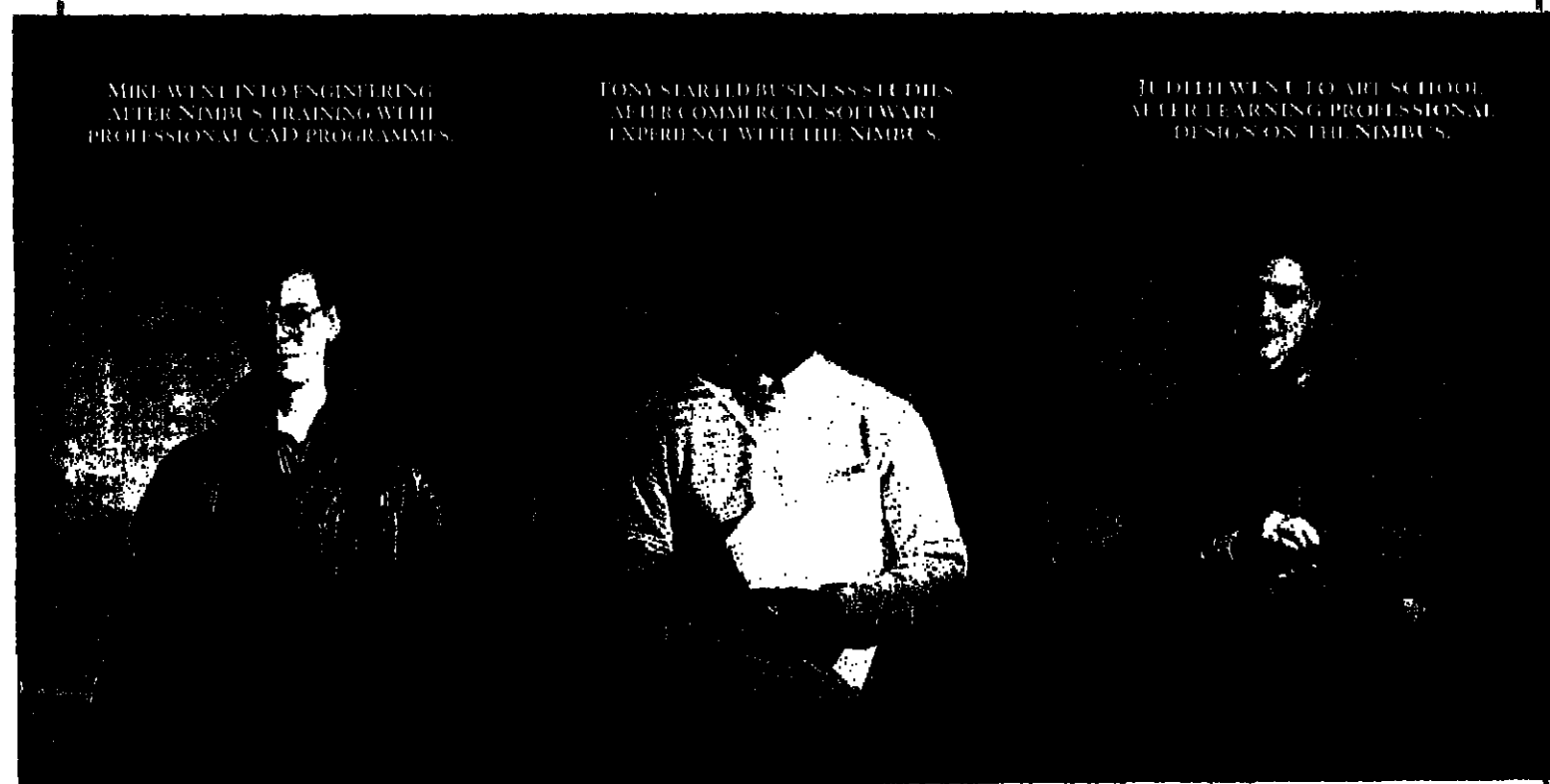
"Better Schools" minimum - being too large.

"We don't believe it's right or that it does rural areas any good to have schools which aren't large enough to offer a sufficient curriculum range. It's the council's duty to provide equal opportunities for everybody. "And we have to look at things coherently across the whole county."

"It has also been very difficult to persuade people, including some councillors, what will happen to a

school with four forms of entry when it drops to two and a half forms. They see schools as they are now, not as they will be."

If implemented the plans will save about £500,000 a year. Mrs Mason recognizes that it's possible the proposals will be rejected by the full council, but insists "I'm not a resigner. If the other parties reject Labour's proposals it's then up to them to come up with something better - doing nothing isn't an option."



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PRIMARY

TES staff look at the problems and report on the future of primary education in Northern Ireland

Harmony Hill rises above the troubles

by James Melkile

Adam, who had been happily reporting how much better his school was than three Army ones he had been to in West Germany, was stuck for words when asked what he thought about "the fighting".

Other boys and girls in the classroom looked similarly bemused. Children living in Lisburn found it far easier to say how they missed their friends from Service families when they followed their parents to other postings.

Harmony Hill primary school was named before the most recent "Troubles" started in Northern Ireland, and a large influx of military personnel arrived to man the Army headquarters nearby.

But it seems aptly named. Although there are 125 Service children among nearly 700 on roll, they have, according to Mr Derrick Curllidge, the principal, "just melted into the school background and accepted the school totally".

Harmony Hill has extra staff to cope with the transient population, whose stays range from a few months to two years. But teachers have noted that children coming from Army schools may not previously have reached their full potential.

Adam is unaffected by the violence, others show the strain. A boy who looked depressed and withdrawn on a school bus told his teacher he was worried about his father.

The school remained open during the one-day strike by Unionists against the Anglo-Irish agreement in March. About 200 pupils did not attend, but all the teachers except one, who was prevented from doing so by barricades, came in. The buildings had heating and lighting as usual.

There have been some problems through teachers' industrial action, though not as many as on the mainland. Lunchtime supervision and cover for absent colleagues have not been difficulties.

Harmony Hill, like schools everywhere, has had trouble with resources, and the parents, at elsewhere, have responded. Twice in four years, spelling bees have quickly raised over £5,000.

Teachers here, like colleagues elsewhere in Northern Ireland, regard school as a place of calm in emotionally turbulent times.

Journalists, including myself, were rebuked for concentrating on the sectarian strife. Young children should be allowed to enjoy their childhood, we were reminded.

The teachers and other professionals were not complacent, either about the need to spread understanding across separate religions, communities and schools, or about the selective school system that takes 27 per cent of 11-year-olds to a different education from their primary school classmates.

But they could be proud of other aspects of their school system. Good practice in 21 primary schools across Northern Ireland was on display at an educational fair in Belfast.

These were not all showpiece schools - but those where teaching, whether in old sub-standard buildings on the Falls Road or in a two-teacher country school, had so impressed inspectors that other teachers were invited to get a taste of their activities.

Pupils from the 63-pupil Upper Ballyboly primary school in Ballyclare, County Antrim, which has won several awards for its use of information technology, were demonstrating a computer-aided history project on the linen industry in the village of Ballyvaughan.

Teachers say that young children should be allowed to enjoy their childhood



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in Ballyvaughan in 1901 were over 70. "It may have been that they worked in linen factories and caught cancer at an early age because of the dust and so on", he explained.

Industry in the present was the concern of children at the Catholic Edendork primary school in Dungannon, where pupils have formed a link with the nearby Tyrone Crystal factory.

Science, geography, history, English, art and music (the company theme tune is a piece of Mozart) are among the areas that have been given extra life through the link with the company that started 15 years ago.

Incidentally, both Harmony Hill and Edendork (see below) were there when the company was founded. The school band, the company's early days illustrate how pupils are learning economic facts about their locality in a way of which Sir Keith Joseph would surely approve.

"Grandad told me it was very difficult to get the people to back them with their money because they were scared it would not be a successful business venture," one pupil reported.

Another said: "Men were afraid that if they trained for this job and learned to cut and blow, that the factory might go into debt and close down. Then they might be left with a skill that would be no use to them."

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Extra primary teachers may not be needed in Northern Ireland over the next 10 years - in spite of a forecast made two years ago. Official calculations in 1984, which estimated that 1,665 extra teachers would be required in the province by 1996, have been challenged by the Northern Ireland Economic Council.

Its report points out that the 28,000 births which the Department of Education assumed for 1984 proved in fact to be 5.8 per cent too many. The estimate of 27,481 for 1985 was seen as an even greater overstatement.

Using criteria which takes account of child mortality and the province's high migration rate, the Economic Council sees the gap between the sets of projected figures as starting as early as the 1987-88 school year, by 1990-91, its figure for primary school rolls are 9,400 below the DENI projection.

The difference widens in the DENI projection. In view of this, DENI's forecast of 1,665 extra teaching jobs (between 1983-84 and 1996-97, no longer a good, the revised projection requires a need for only 605 extra teachers.

The report stresses, however, that reasons existed for regarding over the Economic Council's much lower estimate of the birthrate rise to be an optimistic calculation. "Birthrate is notoriously difficult to forecast because of the absence of a theory and well-defined relationships," it states. "There is a possibility that the actual outcome may be no increase at all in demand for primary school teachers over the next 10 years."

The report, Demographic Trends in Northern Ireland, by Dr Paul Curran, of the Queen's University Belfast, also takes account of DENI's figures for secondary school numbers in 1994-95 and a similar projection for 1996-97 to be 2,800 high.

But there are some difficulties caused by the Vietnamese which Mr McKelroy would winter be without. "They are into Kung Fu - this high-kicking business. They are so expert."

Surprisingly, 14 per cent did not issue a copy for parents to keep. Most teachers have to write their reports as and when they can. This is usually a combination of lunchtimes, during teaching time, in over four-fifths of the schools, teachers use time at home for some part of their report writing. Only 3 per cent manage to complete their reports during non-teaching time alone.

The Home Report, a review of primary practice, by Brian Currie, 50p plus postage from Northern Ireland Council for Educational Research, 52, Malone Road, Belfast, N. Ireland BT9 5BS.

Admittedly, changes in the writing of home reports are

Ulster economists challenge staff needs

by Carmel McQuinn

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Thatcher pledge on education

"We must now keep on with our policies and redouble our efforts to win the next election," Mrs Thatcher told party workers after last Thursday's crushing defeat at the polls.

But, she added, "we've got to do something about education."

The Prime Minister's determination to press on with current policies is not shared by all her Cabinet colleagues. But all seem to agree that something needs to be done about education.

Mr John Biffen, Leader of the Commons, and Mr Malcolm Rifkind, the Scottish Secretary, made it clear over the weekend that the "something" must include more public spending.

Mr Biffen said on TV's *Weekend World* that the Chancellor's desire to cut income tax to 25p in the pound was just one "marker" that had to be considered alongside others, such as whether "we can have the thrust in education that so many of us would like without additional resources".

And Mr Rifkind reinforced the message on BBC's *This Week Next* when he remarked: "We have allowed the impression to be created that we do not care about public services. That is not true."

Lord Young, the Employment Secretary, waded into the debate with remarks on Channel 4 on Sunday. "There must be a way in which we can reach out into the school system itself, into the local education authorities and say, come on, let's stop talking about inputs, how much money we put into the system," he said. "Let's try once start talking about outputs, what we get out of it."

Now did spending levels appear among the problems identified by Mr Geoffrey Pattie, minister for information technology and one of Sir Keith Joseph's possible successors.

British industry was not getting good value for money out of the education services, he told a Carlton Club seminar on Monday. Many schools were turning out "dangerously high quotas of illiterate, innumerate and delinquent 'unemployables'". The middle and upper reaches of education were falling to produce technically trained young people capable of matching the standards taught in Germany, France, Japan and the USA.

Policy initiatives and decisions on spending will await the removal of Sir Keith Joseph, now universally expected to be reshuffled by the end of the month.

Mr Kenneth Clarke, Lord Young's deputy at employment, is most widely regarded for the post. But Mr George Young, a right-wing back-bencher, suggested that the Prime Minister should consider taking an overlord position herself.

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Not that she was teaching at the school when she won. She was on a one-year secondment taking an MA degree in medieval history at York University under a scheme offered to teachers by the county council as a way of cutting numbers without redundancies.

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She is not sad, however, about leaving the classroom. "It is actually a relief to be out of school," she admits. "The profession is at a very low ebb. There are a lot of problems that have not been sorted out over a number of years."

The chief problem? Money, of course, at all levels. Not just to give teachers a decent salary, although she is firm about the need for that, but to save good village schools, introduce the GCSE properly, preserve standards in universities, pay students decent grants... All of these were live issues on the doorstep and at public meetings during her hectic three-week campaign.

At the Commons on Tuesday, Mrs Shields seemed a touch subdued for someone who had scored a notable victory in a constituency thought to be irretrievably Conservative. Perhaps it

was nerves at the prospect of taking her seat that afternoon as the first woman Liberal MP in 35 years.

She did not yet know if she would be working with Clement Freud on the party's education policy and stressed that other key interests were housing and the heritage.

A pale, delicate woman who has "passed her 50th birthday", Mrs Shields was born in Middlessex and educated at Whyteleafe girls' Grammar School in Surrey.

She gained a teaching certificate at Avery Hill College in London and then a degree in classics - Latin and Greek - at University College London.

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After all that experience, she was still on Scale 2, barely clearing £10,000 a year. The need for a new salary structure that recognizes women's contribution by rewarding good classroom experience is something she would dearly like to see.

Mrs Shields first became involved in politics when, she joined the Liberal Party 20 years ago. She fought the 1979 election as a candidate for the Howden constituency in Humberside, failing to win but securing a seat on Ryedale District Council at a by-election the following year.

Her husband was not in Ryedale last Friday morning to hear her victory announced. He now lives and works in New Zealand. She decided she did not want to emigrate and has stayed here, although they meet up two or three times a year.

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Refloating the Boat children

The drawings and paintings of some pupils at Drumahaire primary school in Craigo, Co. Wick, reflect the violence of the children's past. But this violence is in Vietnam rather than the troubles of Belfast or Derry.

Explosions, tanks and aeroplanes figure

Tories lose out as schools' vote changes political map

Labour romped home to take control of seven education authorities in London and the Metropolitan districts following local council elections last week.

The Conservatives lost control of a further seven local authorities in the mid-term elections, leaving the pattern of local government significantly changed.

In separate elections, on the same day, Labour strengthened its hold on the Inner London Education Authority, increasing its representation at the expense of both Tories and the Alliance (see facing page).

Education was seen as a major issue in the local elections, with public opinion mobilized on matters including the state of schools, standards of education, and teachers' pay. On all three, Conservatives were forced on to the defensive.

Power changed hands in several key education authorities, especially the formerly "hung" councils of Bradford, Brent and Ealing, where local provision of education has been at the top of the agenda.

In London, Labour took control of three previously "hung" councils: London L.E.A., Brent, Ealing and Westminster.

the only London borough controlled by the Alliance, the Liberals strengthened their grip with a gain of 17 seats from the Conservatives.

Outside London, three previously "hung" local authorities - Bradford, Dudley and Rochdale - fell to Labour as did the formerly Conservative-controlled Bury council.

In addition Sefton, Trafford and the Wirral, all formerly Conservative-controlled, slipped from Tory hands and are now "hung" councils for the first time.

In Bradford, where one of the issues was multicultural education, Labour gained a total of seven seats from the Conservatives and is now in control of the council for the first time since the so-called Honeyford affair gravely embarrassed the council.

Dudley, in the West Midlands, which has had four education chairmen in two years, was firmly won by Labour which immediately promised higher spending on education and an end to privatized school cleaning.

The borough was named as the lowest-spending education authority several years ago and cited by the HM Inspectorate of Schools as an example of mismanagement.

Labour gained sweeping victories in both the local council elections and the first ever direct elections to the Inner London Education Authority. Mike Durham assesses the results here and opposite page.



Labour sweeps Scotland

by Neil Munro

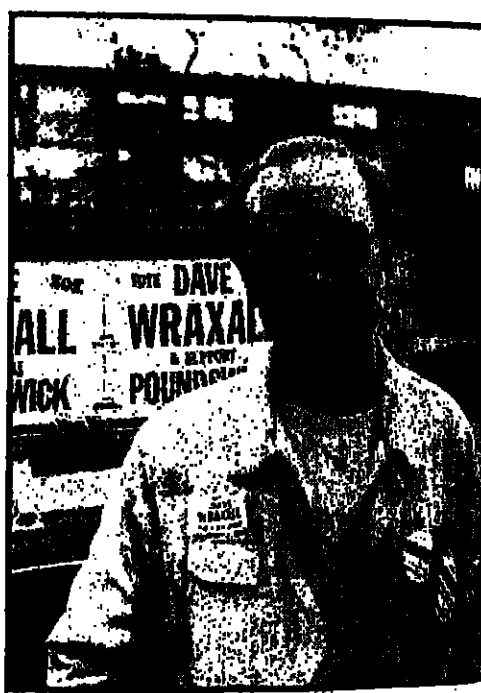
In Scotland, where all 524 seats in the 12 regional and island councils were up for grabs, the decline in the Government's fortunes was relentless. The Tories ran only three of the councils in Scotland and they lost control of all of them - Lothian, Tayside and Grampian.

Lothian, which had been run by a minority Tory administration with Alliance help, fell impressively to a left-wing Labour group which now has an overall majority of 15. Labour also staggered the pundits by emerging as the largest single party in the former Tory bastions of Tayside and Grampian. The Labour groups on both councils were intent on forming minority administrations earlier this week.

In the other three politically led authorities - Strathclyde, Fife and Central - the ruling Labour groups consolidated their positions. Strathclyde's Labour group staged a victory by increasing its number of seats from 103 to 108, leaving only one non-Labour councillor in the whole of Glasgow.

The overall picture in Scotland education authorities is that Labour has 226 seats, Tories 65, Alliance Scottish Nationalists 37, Independents 41 and others 115.

In terms of votes, the SNP runners-up to Labour with 18 per cent of the vote, beating the Tories into place with 17 per cent.



Mr. Dave Wrexall, pictured on election day, who stood as a Labour councillor in the Manchester City Council had handled an eight-month-old dispute at the school. He lost convincingly to Labour, but beat the Conservative and SDP candidates and held second place. Result: Labour 1973 votes; Mr. Wrexall 728; SDP 540 and Conservatives 293.

Honeyford critic loses Bradford seat

by Frank Pedley

Mrs Kathleen Greenwood, a member of the Bradford Council committee which censured Mr Ray Honeyford, then headmaster of Drummond Middle School, suffered a crushing defeat in the local elections last week.

Her majority of 72 in the traditional Liberal ward of Baildon was turned into a 1,138 Tory majority.

Overall the council, which has been "hung" for seven years, is now controlled by Labour with 51 seats.

The Tories, who lost nine seats now have 36.

Mrs Greenwood, whose opposition to Mr Honeyford was well-known, blamed a "dirty personal campaign" for her defeat. "I think the Honeyford affair has been a factor, but I do not think the election has been fought fairly or cleanly."

In the wards immediately surrounding Drummond school, where there is a heavy concentration of Asian voters, Labour registered decisive majorities. And in the Ecclestone ward the British National Party got only 74 votes.

The ILEA results

Camden (Hampstead and Highgate) Elected: Byrner JM and Polya M (Labour)
 Camden (Fitzrovia and St Pancras) Elected: Fletcher N and Monck E (Labour)
 City of London and Westminster Elected: Avery D and Tracey K (Conservative)
 City of London and Westminster (North) Elected: Cowan A (Labour) and Graham B (Labour)
 Greenwich (Barbican) Elected: Blywood D and Wood D (Labour)
 Greenwich (Eldon) Elected: Williams P and Riley K (Labour)
 Greenwich (Westville) Elected: Williams P and Riley K (Labour)
 Hackney (Hackney North and Stoke Newington) Elected: Benn S and Williams B (Labour)
 Hackney (Hackney South and Shoreditch) Elected: Horwood B and Ward J (Labour)
 Hammersmith and Fulham (Hammersmith) Elected: Lilford J and McGafferty H (Labour)
 Hammersmith and Fulham (Fulham) Elected: Powell A and Steel B (Labour)
 Islington North Elected: Bundred S and Nicholson R-A (Labour)
 Islington South and Finsbury Elected: Morris P, M and Hooker M J (Labour)
 Kensington and Chelsea (Chelsea) Elected: Fox B and Sandford H (Conservative)
 Kensington and Chelsea (Kensington) Elected: Levitt B and O'Brien P (Conservative)
 Lambeth (Norwood) Elected: Hampton L and Horsfield L (Labour)
 Lambeth (Elephant and Castle) Elected: Dumbell M and Riddell M (Conservative)

Lambeth (Vauxhall) Elected: O'Callaghan J and Critchlow I (Labour)
 Lewisham (Lewisham West) Elected: Carr J (Labour) and Johnson E (Conservative)
 Lewisham (Lewisham, Deptford) Elected: Curran M and Rosal C (Labour)
 Lewisham (Lewisham, East) Elected: Rice A and Barnard H (Labour)
 Southwark (Bermondsey) Elected: Brown D and Brown C (Liberal)
 Southwark (Dulwich) Elected: Bernard A and Tait L (Labour)
 Southwark (Peckham) Elected: Mann J and Millett J (Labour)
 Tower Hamlets (Bow and Poplar) Elected: Harris B and Twomey D (Labour)
 Tower Hamlets (Bethnal Green and Shoreditch) Elected: Ayler B and Barnard G (Labour)
 Wandsworth (Battersea) Elected: Jones M and Lucas J (Labour)
 Wandsworth (Putney) Elected: Calvert-James M and Garmett K (OUP)
 Wandsworth (Tooting) Elected: Crawford L and Plather P (Labour)

Changes in political control

English Metropolitan Districts
 Bradford (hung) - Labour gain
 Bury (Con) - Labour gain
 Dudley (hung) - Labour gain
 Rochdale (hung) - Labour gain
 Sefton - Cons lose control
 Trafford - Cons lose control
 Wirral - Cons lose control

London Boroughs
 Brent (hung) - Labour gain
 Ealing (hung) - Labour gain

Havering - Cons lose control
 Hillingdon - Cons lose control
 Kingston-upon-Thames - Cons lose control
 Sutton - Cons lose control

Waltham Forest (hung) - Labour gain

Scottish Regions
 Grampian - Cons lose control
 Lothian (hung) - Labour gain
 Tayside - Cons lose control

Tactical voting evident as Labour romp home in ILEA

Tactical voting on education issues may have influenced the elections for the Inner London Education Authority - the first direct poll for an education authority in 80 years.

Labour won a decisive victory in the elections, held at the same time as the local borough council poll. Labour took 45 seats in the new 58-seat body, the Conservatives 11 and the Alliance two.

Initial analysis of voting figures suggests that in some areas, a small but significant number of voters chose a candidate from one party in the borough elections, but another in the ILEA poll - presumably because they were influenced by education policies.

Labour marginally increased its share of the education vote, with the Alliance losing out overall. The number of votes cast in the ILEA poll was only slightly below those in the borough elections.

The biggest upset came for the Alliance, whose well-known group leader Mrs Anne Sofer was knocked out in the Hampstead and Highgate constituency. Labour won both seats and the Alliance came bottom of the poll.

Mrs Sofer, the SDP's education spokeswoman, said this week she believed the Alliance had doubled its share of the London vote since the last Greater London Council elections in 1981.

However, new Labour members have deferred until next week a decision on the new deputy leader of the authority or any of the key committee chairmanships.

A spokeswoman said Labour was allowing time for the new Labour group to "shake down" before the appointments were made.

Labour, she said, had done "phenomenally well" in the ILEA elections with a high turnout and an overall London-wide swing to Labour. The swing was higher than in the borough elections where no inner London boroughs changed hands except Tower Hamlets.

Sample results in Tower Hamlets, one of the most maverick of the London boroughs, indicate a swing away from the Alliance in favour of Labour and the Conservatives on education issues.

The Alliance won control of the borough in the local council elections, but in the ILEA poll four Labour candidates - two from each half of the borough - were elected.

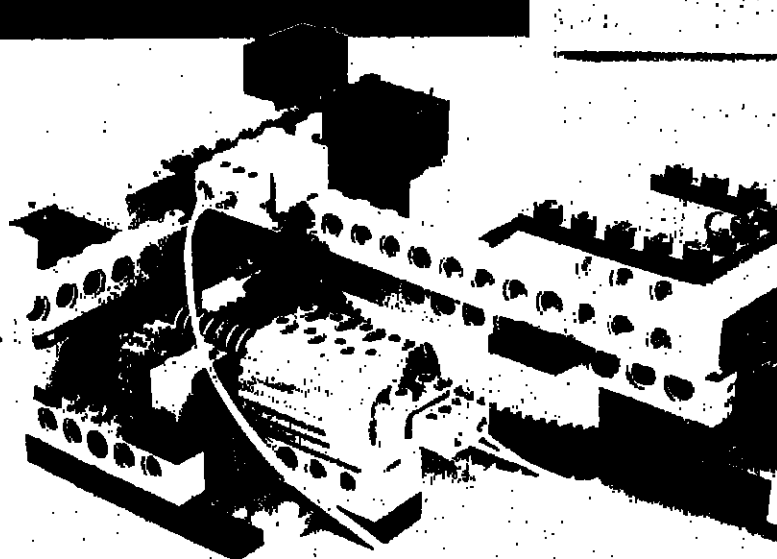
In the borough elections, the Alliance polled 42 per cent of the vote, but figures suggest that this dropped to about 40 per cent in the ILEA election.



Election faces

Victory! . . . Labour's Frances Morrell salutes her supporters as she hears she has won the Islington South elections for the ILEA, while (above) SDP candidate Anne Sofer concedes defeat in Hampstead.

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OVERSEAS

Quality tests bar black teachers

UNITED STATES

Bill Norris reports how pre-entry exams are excluding blacks from the profession

The drive to improve the quality of teaching in America's classrooms is having an unforeseen and embarrassing consequence: at a time when the proportion of minority students in elementary and secondary schools is increasing, the number of black teachers is declining rapidly. As more and more states impose minimum requirements before trainee teachers can enter the profession, more and more blacks are failing the tests.

By the end of the present decade, it is estimated that the minority proportion of America's teaching force will fall from about 12 per cent to 5 per cent, accelerating a trend which began some 10 years ago. The Department of Education's Office of Civil Rights reports that the number of black graduates from teacher-training schools fell from 14,000 to less than 7,000 a year between 1975 and 1983.

Currently, some 27 states require beginning teachers to take the National Teacher Examination, which tests abilities in three areas: communication skills of listening, reading and writing; general knowledge of literature, fine arts, maths, science and social sciences; and professional knowledge of teaching methods. The standard required to pass varies from state to state.

The latest to adopt the test is Virginia, where the requirement becomes mandatory on July 1. There, the signs are ominous that black students are going to be hard hit. For the past four years, students of education at Virginia State Universities have been required to take the test so that officials could forecast how they would fare when it became compulsory.

In 1985, at the traditionally white colleges, the pass rate was 95 per cent. But at Norfolk State and Virginia State Universities, which have a majority of black students, more than half of the new graduates failed.

The reasons for so many failures among blacks is puzzling to Ms Margaret Dabney, dean of the school of education at Virginia State. "My basic position is that our students can pass the test," she said. "They're bright young people, and for some reason they have not had the right experiences and have not had test-taking experience."

And elsewhere there are doubts that the determination to maintain standards will survive the increasing shortage of teachers. "We're worrying about letting in only those who pass all the tests," said Ms Elaine Witty, dean of education at Norfolk State. "In five years it's going to be very tempting to get anybody we can to come in and teach, especially in some areas."

A different system is being adopted in Tennessee, a traditional education backwater, where efforts are being made to establish a career ladder which will make the profession more attractive to black and white alike. Under the Tennessee scheme, which went into operation this year, new



"They're bright young people, but for some reason they have not had test-taking experience."

teachers start with a one-year non-renewable probationary period, followed by a three-year apprenticeship. If they survive these, they become eligible for five-year renewable certification at any of three career levels.

The first of these, requiring professional certification at a local level, carries a bonus of \$1,000 (£670). The second, which needs recommendation by a state evaluation team, brings extra pay of \$2,000 to \$4,000, depending on the length of the contract. At level three, teachers earn a bonus of \$3,000 for 10-month contracts and \$7,000 for 12-month contracts.

Teachers at the upper career levels act as mentors for the probationers and

apprentices, and are eligible for more in-service training, summer university programmes, and what are called "other professional development opportunities".

The scheme is not cheap. Funded by an increase of 1 cent in Tennessee's local sales tax, it will cost \$77 million this year and \$100 million in 1987.

Another variation on the theme of providing a career ladder for teachers is being tried out in Salt Lake City, Utah, where 30 per cent of the teachers have become "teacher specialists", on the evaluation of their principals, working three extra days a year and receiving an incentive payment of \$1,200.

Why charity no longer begins at home...

NEW ZEALAND

A £600-a-year surcharge levied on foreign students studying in New Zealand is to be lifted. The levy imposed by the Muldoon government six years ago when it was in a "tight" mood: now the Labour Government's Education Minister, Mr Marshall, has announced its end.

The move has come at the request of two Muslim communities who have collaborated with the ministry in preparing the curriculum. These parents' groups were supported in the petition by local Christian organizations concerned to uphold the right of any religious community to practise and receive instruction in its faith.

Article 7 of the West German Constitution provides for religious instruction in state schools in accordance with the tenets of the religious communities, giving Muslims the same rights as the followers of any other religion. Although the estimated 1.8 million Muslims in West Germany - most of them Turks - make up the country's third-largest religious community, most of their children still receive no religious education at

Islamic classes receive boost to aid integration

WEST GERMANY

Hessen is the latest federal state to introduce Muslim teaching at secondary schools, reports Paul Bendelow

The federal state of Hessen is the latest to introduce Islamic instruction in schools to help foster the integration of immigrant children without denying their cultural identity.

Hessen's Education Minister, Herr Karl Schneider, has announced courses for the first two years of secondary school in which Muslim children will study the principles of their faith and learn more about their Christian environment.

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school. As a result, parents concerned about the cultural cohesion of their families have been turning to Koranic schools outside the state education system. A report issued by the standing conference of regional education ministers in 1984 said that 15-20 per cent of Muslim children attended such schools. Public attention was focused on the schools, as evidence emerged of the influence in them of extreme Islamic sects using the Koran courses to spread fundamentalist doctrines.

The fear was that, without the restrictions of their activities imposed within Turkey itself, these sects could find ready support in West Germany's Turkish communities, especially among young people torn between two different and often conflicting cultures.



Young Turks: Immigrant children shaped by the Koran

Significantly, two federal states already providing Islamic instruction - Hamburg and Bavaria - have based their curriculum on the laicized guidelines issued by the Turkish Ministry of Education.

A further concern is that the time and energy devoted to Koranic school might prejudice Muslim pupils' progress at their state schools. Certainly, the contrast between the two in discipline and teaching methods does nothing to further integration in the West German system.

Herr Schneider's predecessor as education minister in Hessen, Herr Hans Krollmann, spoke two years ago of the almost total ignorance about Islam among West Germany's non-Muslim minority.

It is hoped that Islamic instruction in West German schools will help counter that danger, as part of a middle course between isolation and one-sided assimilation. The fact is that, with nearly half-a-million Turkish school pupils, many future West German citizens will be Muslims.

Cuts cause collapse of consensus

BELGIUM

Severe cuts in educational finance being planned by the Belgian Government as a major part of overall budget economies, have led to teachers' strikes and at least temporary suspension of the work of the official body whose job it is to preserve consensus in educational policy.

The Government is hoping to cut 10 per cent off next year's education budget, a saving of 28 billion Belgian francs (£460 million). But when two Government orders concerning the cuts were submitted to the National Commission of the School Pact for endorsement last month, the meeting broke up in disarray after the president of the Social Christians, M. Gérard Deprez, protested that he could "no longer play in this bad cherna" and demanded the commission's suspension.

The commission was set up nearly 30 years ago to guarantee stability in the politically tempestuous battlefield of education. The Government must lay before it any project "which might threaten peace" in the education sector, and (in principle at any rate) consensus has to be reached between the representatives of the different parties who sit on it.

The Prime Minister, M. Wilfried Martens, although a Social Christian himself, does not share his party's opposition to the cuts. He feels his own credibility depends on balancing Belgium's books, and firmly supports the monetarist doctrine espoused by the Liberals, whose M. Guy Verhofstadt is the Budget Minister.

M. Martens has chosen largely to ignore the confusion over the school pact commission, and is continuing to send it Government orders.

The Liberals are calling for a meeting of the commission as soon as possible, but M. Deprez has repeated it should remain suspended and its role redefined, rather than let it break up completely.

Jane Marshall

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Head walks out over rape suspect's return

Mr Duroso, 43, is a 21-year veteran of the Washington school system, with a reputation as an energetic and inspiring leader. He decided not to take the situation lying down and all the while he could be seen on strike. In a letter to the teachers at Wilson High, he announced that he would not return to his job as long as the alleged rapist was allowed to remain at the school.

Support for his action was mixed. Students at the school demonstrated their backing for their head with a hushline rally, and one of his teachers said: "Duroso has made a decision that puts his moral convictions in conflict with his loyalty to his employer. I and many other teachers applaud his decision. It took a lot of guts."

Mr Duroso is now back in charge of Wilson High, but he still has disciplinary action hanging over his head. In the meantime, the Washington school board, alarmed by this case and another in which seven high school students are charged with peddling drugs, has decided to change its rules. In future, students arrested and charged with crimes will be immediately suspended and tutored at home. Ms McKenzie herself has also recommended that the penalty of expulsion should be reinstated after a lapse of 15 years.

Washington high school remarked: "I think his present actions are insubordinate. We all must follow the rules." Ms McKenzie left no doubt where she stood. She ordered Mr Duroso back to school and, when he refused, said disciplinary action would be taken against him. Mr Duroso, who has been in trouble over discipline matters before, could be fired, demoted, reassigned or suspended without pay.

The controversy over the rape incident, which happened last month, continued until last week, when charges against the youth were dropped in an adult court. It was decided that since he had no criminal record, it would be "more appropriate to handle the case as a juvenile matter." This put the whole affair back to square one, though the girl's mother immediately announced that she would file fresh charges.

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Teachers ballot on pay peace formula

IRISH REPUBLIC

Irish teachers are balloting this week on a peace formula aimed at ending their nine-month-old pay dispute. The formula was worked out during five days of talks between union leaders and the Education Minister, Mr Paddy Conney and Public Services Minister Mr Ruairi Quinn.

The ministers told the unions that the Government would not pay the outstanding amount due under an award from the public services arbitrator, who had recommended a 10 per cent rise for the teachers.

The arbitrator had recommended a 5 per cent pay rise from last September and 5 per cent from last March. But in February the Government successfully introduced a motion into parliament modifying the award and paying it over 2 1/2 years, without any back pay.

At the talks last week the ministers told the unions the government recognized their right to pursue fully their claim.

They said the government was also prepared to make ex gratia payments of £135 million (£31 million) to the teachers over a four-year period - about a third of the outstanding retrospective pay.

For their part the unions had to officially recognize the position of the Government on the question of retrospective pay.

Without prejudice to either of these positions it was agreed that the teacher unions may convene further discussions at a later date.

If they agree to the package the unions have to call off their campaign of strikes and an exams boycott.

The results of ballots among the unions will be announced tomorrow. The two secondary teacher unions are likely to accept the offer but there is deep division among primary school teachers, many of whom say the package does not uphold the principle of independent pay determination.

John Walsh

Jobs freeze 'stab in back'

FRANCE

France's new Education Minister, René Monory, has imposed a freeze on recruitment of the least-qualified category of secondary teachers as part of his drive to raise standards. He is to stop the recruitment of staff in the much-criticized "PEGC" category - *Professeurs d'Enseignement Général des Collèges* - which, with 73,000 members, is the largest group of lower secondary teachers.

Most have only their *baccalauréat* (equivalent to A level) and were first recruited en masse during the 1960s explosion in pupil numbers. From now on, all new entrants to lower secondary teaching will need degrees and will have to pass the same competitive exam (the CAPES) as other secondary teachers, after at least one year's classroom experience.

Curiously, however, the Education Minister has so far made no proposals for improving the performance of existing PEGC teachers.

M. Monory's announcement has angered the PEGC teachers' left-wing unions, which are threatened with extinction. They insist that college teachers need specialized training and should remain apart from other secondary teachers. M. Monory, they say, has snuffed them in the back. Right-wing unions are, predictably, more in favour.

This reluctance is largely attributed to two factors. One is political: once and interference in the teaching and promotion of teachers. The other is, inevitably, poor pay and prospects in the teaching profession.

D B Udalgama

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LETTERS

Exam doubts

Sir - We are led to believe that a majority of teachers is keen to support the GCSE if ever the Government releases adequate funds to enable it to get off the ground. From the comments expressed by colleagues from various parts of the country, I am far from sure that this is true. What proof is there for such a statement? If we mean the opinions of the rulers of the teaching unions I remain unconvinced, no consensus of opinion has ever been sought at grass-roots level.

I, for one, do not like this examination. I am entitled to my opinion. I do not think that it is wise to examine one's own candidates. The amount of time taken to provide assessments is labour-intensive and of dubious value, taking away a lot of time that could be better used in old-fashioned teaching.

I do not wish to become an examiner and work for an external examinations board. It has been assumed that I will examine and accept an extra workload, an extra responsibility. I have so far yet to hear a mention of fees. If they are anything like those of the CSE boards, they will be ridiculously inadequate. I hope that the teaching unions are going to protect my right to decline to become an examiner.

The examining boards are responsible for running the examinations, not teachers. Teachers teach. If I refuse to examine, am I to give up my livelihood?

JOAN WAYNE
Carling House
Bull Lane Newington, Kent

Science heads welcome GCSE, but want a delay

Sir - We, as heads of science departments in Wiltshire schools, welcome the introduction of GCSE courses which we believe will be one of the most significant developments ever made in the teaching of science.

Although we have not yet had the opportunity to study approved syllabuses, we are of the opinion that the syllabuses which satisfy the criteria laid down by the Department of Education and Science will provide for our pupils courses in science which will be of far greater educational value than those they replace. We look forward to the time when our pupils will take full advantage of these courses.

At the conclusion of Phase 2 of the training programme for the introduction of the courses, we are confirmed in our opinion that science teaching through GCSE can take a major leap forward. We recognize that there are many problems to overcome in teaching courses which in many ways are quite different from those now being taught, but we believe they can

be overcome. What does concern us is that the introduction of such major changes requires the most favourable of circumstances if pupils are not to suffer from the change.

In our opinion there are two major factors about introducing GCSE courses in September 1986 which are likely to impair their successful implementation:

1 The lack of time in which to prepare adequately for introduction of the courses; syllabuses are not yet available. Many of the draft syllabuses will need to be drastically changed before they receive SEC approval and cannot be used as a basis for selecting syllabuses and planning courses.

2 The general feeling of demoralization within the profession. Major changes in teaching and assessment techniques can only be made successfully with the fullest co-operation by all staff. Never before has there been a worse time for major changes.

We urge Sir Keith Joseph to reconsider carefully his decision that courses shall start this September. With one extra year's preparation, pupils can have the science courses they deserve. Without that extra year, not only will pupils starting this September suffer but future pupils will also suffer because one of the most exciting developments in science teaching ever implemented by a government will have been bungled by bad management.

We implore Sir Keith to delay the introduction of GCSE until 1987.

A BAKER, B BAKER, R O DAVIS, P FORD, S FERGUSON, T GILLIGAN, B GRAHAM, A N HOUGHTON, F HURLEY, M KEATING, F LOVEDAY, R J POLTS, P J QUILLIE, C J SAUVORY and J C SIMS
North Wiltshire Curriculum Centre
Swindon, Wilt

Time conflict

Sir - With reference to the correspondence about internal assessment, I was astonished to see a letter stating that the boards had not introduced the form of assessment to save themselves money (TES, March 28).

I have discussed this form of assessment with a wide range of teachers, meetings and conferences, and I have met few who feel that they have adequate time to assess, for the purpose of an external examination, all their fourth and fifth year candidates. So where and in these teachers who "demand" the form of assessment?

We have this year a mere 71 dates taking the MEG joint CSE level chemistry examination. If the candidates were just assessed, by my calculations it would take a minimum of 13 actual teaching days during which time the teacher could not be observing what the pupils in any one group were doing. Should one be assessing one pupil while trying to teach?

All the critics of the methods of internal assessment are teachers in schools, so perhaps the examination boards should make an objective inquiry into the appeal this method swamps us, there will be little time even to prepare lessons then. A A BROWN
50 Whitehorse Close
Hockliffe
Leighton Buzzard Beds

How to help such children as Joe

Sir - Queslett School stands within the grounds of St Margaret's Hospital at Great Barr, Birmingham. It was designed to cater for 100 pupils of mental and physical handicap and is classed as an SEN(S) school.

Queslett School is the only purpose-built special school in Walsall borough with many features, not available in the other special schools, designed for the severely physically handicapped and the severely disturbed.

Most of the pupils here are resident within the hospital but there have been as many as six day children from other authorities, at one time. These children attend Queslett because the special schools in their own areas could not provide for their individual needs

or had no facilities to deal with severely disturbed behaviour.

Recently BBC television transmitted a programme titled *Standing Up for Joe*. This programme is the object of this letter, as there may be other parents other than the parents of "Joe" who could be facing similar difficulties.

The commentator introduced "conductive education" and went to great lengths to emphasize that the Hungarian establishment was unique in its field and there were no similar establishments or for that matter any conductive education whatsoever in Great Britain.

This statement is not strictly true, as at Queslett conductive education as a method of learning has been going on

for some five years. Many severely mentally handicapped children included in my own son have greatly benefited from these programmes and it has been of considerable success.

The conductive education used at Queslett is not of the scale used in Hungary, because of the length of the school day.

At a time when more and more handicapped children are being returned from hospital to life in the community because of Government policy, I feel that conductive education is a must to ease the strain and stress placed upon parents and guardians.

Queslett, with every facility for the teaching of children with all forms of mental handicap, is at the present time

threatened with closure. This does not make sense to me, when the country is lagging far behind other countries in this type of education.

Why not use Queslett as a conductive education centre? The children from the whole of the West Midlands could attend, perhaps with parents and teacher, so that all could take advantage of this opportunity to enhance their lives. This would also save the waste of this lovely building.

ROBERT JOHN HEATH
5 Townson Road
Ashmore Park Estate
Wednesfield
West Midlands

Police link

Sir - Any attempt to improve police/school liaison must be applauded (recent publication of the Association of Chief Police Officers and the Society of Education Officers Booklet), (TES, May 2).

However, the working group of ACPO/SEO that produces the booklet must know that to make a real impact in schools, the people at the sharp end need to be involved both from the planning stage through to delivery in practice. If the suggestions are to have any chance of becoming a reality, I refer here both to the classroom teachers, represented by teacher associations, and the ordinary members of the police force, represented by the Police Federation.

Imposition of ideas from above does not always work!

The two groups I have mentioned have been meeting on a fairly regular basis and are beginning to produce their own proposals. It is sad that in spite of several contacts with SEO suggesting it would be more sensible if management came together with the practitioners on this issue, there was no response. Perhaps it is not yet too late?

A statement of intent supported by all parties could be a first step towards creating the self-disciplined society to which we are all committed.

J M INMAN
National President
NAS/UWT

Sacking factor

Sir - I hope Barry Malla got the publishing job he was after ("Pleasant interview", TES, May 2). If Barry is taken on and fails to satisfy his employers, he will discover another difference between teaching and publishing. They can sack him or certainly threaten to sack him.

Having just taken part in an interview as one of "the enemy" for the first time I can assure him that interviews have to produce the right person first time. Having to live with your mistakes puts huge pressure on the whole process.

DAVID DAVIES
62 Poppleton Road
Leytonstone
London E11

Letters should be as brief as possible and typed on one side of the page only. The editor reserves the right to amend or cut letters where necessary.

Staff appraisal

Sir - I was both with interest and dismay that I read Stephen Austin's article "At the grassroots" (TES, April 25).

To take his arguments one by one; curriculum development, first, is not only the province of those higher up. Of course, leadership and persuasion do operate, but actual and successful development can only take place with the co-operation and commitment of staff. Mr Austin should realize that the time will soon be here when there will be scope for all to take part in curriculum projects once new forms and funding of in-service training are introduced next year. To use GCSE re-training and its cascade model is, in itself, a grotesque example since it was based on the educational service by the DES.

Second, Mr Austin confuses appraisal and assessment. The latter term implies a judgement or a grade for performance which has never been intended. Assessment, moreover, relates to past performance and achievement and not to future effectiveness which is what is important. Appraisal, rather, means the opportunity is created by which staff are helped to identify strengths and weaknesses so that more effective performance in the classroom can be achieved. If this is made possible for staff then greater learning becomes possible for pupils.

The question of who is to appraise and then of who is to appraise the appraisers is admittedly a difficult one to answer adequately. Perhaps two points may be made:

- 1 the increasing body of literature on appraisal stresses that schemes should be introduced slowly and with the acceptance of staff to be involved who, indeed, should have a say in their formulation;
- 2 schemes already operating in individual schools appear to be based on staff's willingness to be appraised.

Where successful, systems proceed on a basis of partnership not on one of hierarchy or imposition.

A third point in Mr Austin's article rightly recognizes the constructive value of informal contacts between staff. What I understand by appraisal is that such informal exchanges be made formal and may take place between colleagues of equal status as well as by heads of department, deputies, heads and advisers.

In conclusion, Mr Austin seems to be unable to place any trust or confidence in advisers or heads. All who have been involved in schemes or appraisal stress the openness required between staff. Any national or local system of appraisal in the future must take into account this basic requirement of staff development.

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A E HAMMOND
Wesdon
Teachers' Centre
Cefn Road
Mynachdy
Cardiff

Mutable media

Sir - It was generous of Norman King to give my book *Teaching the Media* a "guarded welcome" (TES, April 25) but he attributes to me so many opinions, attitudes and values which I do not hold that his endorsement is somewhat embarrassing. Since many of his remarks may well conclude, from King's account, that I have taken leave of my senses may I quickly correct some of his major factual and interpretative errors?

According to King I am insistent "that newspaper people like Rupert Murdoch have little editorial control". Actually, I argue the opposite. What I do suggest, however, is that proprietorial influence is not uncommon and needs to be understood as one factor (albeit frequently a highly significant one) in a complex mesh of influences which operate upon the media.

According to King I attack "the notion of Leavis and Thompson". In fact I do the opposite, demonstrating in some detail why the frequently made charge of elitism cannot be substantiated, and calling for a more balanced re-assessment of Leavis and Thompson.

King argues that I "give the impression that ideology is basically just a book of ideas". In fact, the key objective of the book is to demonstrate in some detail how ideological questions can be raised concretely through problem-solving exercises even within the primary classroom. How much more concrete does one have to be? Indeed I argue that the significance of media education rests precisely upon the fact that ideology is a literally a matter of life and death, and is not simply a question of theoretical interest.

King believes me to be "condescending". I believe him to be "misleading".

ing to the teacher, who is assumed to be female". His evidence, presumably, is that I use, throughout the book, female rather than male, personal pronouns. I am surprised that it is necessary to explain that I am not simply addressing women by this device, but making a small attempt to counteract the historical dominance of patriarchal forms.

King represents me as some kind of guru laying down "the foundations of the law" and promoting "a new orthodoxy". Actually my book is explicitly a guide and *homage* to a growing international movement.

My debt to the work of literally hundreds of others in the field could scarcely be clearer in the text. And did King miss the 70 pages of references and appendices detailing this work? Needless to say I have no desire to establish a new orthodoxy.

Teaching the Media makes very clear that if media education is to have a distinctive role in the future then that will be less dependent upon an adherence to any kind of "dogma" than upon the ability of media teachers to keep pace with the bewildering rate of change within the media themselves.

LEN MASTERMAN
The University of Nottingham
School of Education

FR Leavis: re-assessment call

Key notes

Sir - The proposed Northern Examining Association syllabuses in Typewriting (hitherto called Keyboard Communication), and Office Practice were developed as a result of consultation with teachers in NEA centres and were designed at their specific request to accommodate the minimum needs of those candidates who have access to

typewriters but not to microprocessors and the other latest forms of office equipment.

The NEA does not intend to neglect the areas of integrated business studies and information processing. GCSE syllabuses, with a full range of grades involving a modular approach to teaching and assessment, are being developed in both Business Studies and Information Technology.

Your correspondents may be interested to know that some 300 letters involving about 13,000 subject entries have indicated their intention to use the NEA syllabus in Keyboard Communication.

KATHLEEN TATTERSALL
COLIN VICKERMAN
Joint Secretaries
NEA Examination Committee

Copyright rules

Sir - The report by Gillian Macdonald ("Fast forward with a touch of rewind", TES, April 25), gives one piece of incorrect information with regard to the CLA licensing scheme which is important to rectify as soon as possible.

Ms Macdonald writes that one of the exceptions to the scheme is textbooks. Textbooks as a category are, of course, included as the scheme would make no sense without them. A very few textbooks may, however, be on the list of excluded works.

Further, the report is liable to misinterpretation with regard to the White Paper's proposal to introduce an indemnity clause. The CLA has already offers indemnity to teachers of the type outlined by the government. The White Paper specifically states: "The indemnity requirement will not apply to works explicitly excluded from the scheme" and I do not think that this is at all clear in the report.

C P HADLEY
General Manager
The Copyright Licensing Agency Ltd
7 Ridgmount Street
London WC1

Group therapy

Sir - I read with interest "Send in the Clowns" by Jack Priestley (TES, April 25), and experienced sympathy and despair for probationary teachers in the disillusioned day.

They must not give up the idea that they believed in at college, but they must allow their creativity to flourish. Neither should they believe that members of the teaching profession have given up the challenge of inspiring pupils in active creative learning.

Teachers, individually and in groups, are looking for new ways of exploring the learning process. They exist who meet to discuss ways of approaching the making of meaningful, stimulating form for both student and teacher.

If "Pat" were able to control these like-minded individuals, I am sure her role and view of the teaching profession would be less depressing.

CAROLYN CLARKE
Sutherland Middle School
Sindlar Road
Lordhill
Southampton

Computer-teach

Sir - The buzz word in recent educational initiatives is "computer-aided learning". This is a term that will equip them for the changes in the 1990s and beyond.

This admirable impulse often gets translated into purchasing computers and software. Take, for example, text processing. As one college teacher put it, faced with a profusion of systems that students would meet in businesses: "How can you possibly cater for students encountering a vast range of text processing software?"

Her conclusion, in the face of so much variety, is: "We have chosen one package, and we teach that in detail".

What does this "in detail" mean? It means breaking up the various editing commands into bite size chunks; it means telling, preaching and testing on each before moving to the next; it means levels of proficiency (I have you got RSA 37?); it means total absorption in particular varieties of particular software on a particular machine. Somehow the student will be expected to be able to cope with the generality, with variations on different systems, simply based on mastery of one particular package.

Is this what "skills" means in the current theology? What about developing skills in quickly mastering any text processing package?

Instead of pre-digesting the software, and regurgitating it to students in bite-size packets, why not invite students to discover for themselves how the package works? Why not devote teacher time to commenting every so often on how the students could have more efficiently got started (keep it simple - try one thing at a time); on how they might branch out and explore new possibilities (glance at manual, talk to colleagues when they feel a need to be able to do more...); on how to alternate focused and broad attention; on how to explore and exploit what the software can do.

Surely "Skills for the Future" has to do with skills in adapting, in finding out, in changing, not with details of today's particular systems.

P J DAVIS
Rutney College
J H MASON
Open University
Jalton Hall
Milton Keynes



Misplaced razor

Sir - Bill Ockham (1270-1334) was in no condition to write anything in the 13th Century. It is also clear that Peter Newman (TES, May 2) has no understanding of Bill's Razor.

JOHN THOMPSON
Central Liverpool College
Department of Adult Education
Department of Adult Education
in Humanities and Sciences

Voucher logic

Sir - Peter Newman pours scorn on the voucher scheme. He argues that parents will not have a greater choice under such a scheme because "schools are full or they are not". If full, children cannot be accommodated; if not full, the 1980 Education Act permits access anyway. Ergo, no need for vouchers.

Newman fails to distinguish between logic and life. First, has he, an ex-chief education officer, never heard of "fixed admission limits"? - a device whereby I.E.S.s can fix the numbers permitted entry to a school below that which it could accommodate even on the most conservative estimate.

Second, while the statement, "a school is full or it is not", is logically valid, this statement provides no help in deciding how many children can be taught in a given school. In practice, how many children can be taught in a school depends upon: how existing accommodation is used; how many teachers and their helpers are employed; and the teacher/pupil numbers for various subjects and activities. A school is thus not like a glass of beer that "is full or it is not".

The impossibility of a voucher scheme cannot be demonstrated by such trivial logic. What seems required is a fair trial over a reasonable period of time.

B SHAW
Lecturer in Education
University of Durham

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It's not like that here

BILL DIXON

I was looking forward to reading Alistair Buchan's article on school security patrols (TES, April 4) as he had shown an interest in the North Tyneside scheme and might have commented on its effectiveness.

In the event, he decided not to but chose to refer instead to the negative points of other schemes currently in operation.

Security patrols in North Tyneside complement authority policies on open access to grounds for the public, secure rooms and intruder alarm systems in strategic parts of buildings, external lighting, and a positive policy of encouraging community use of premises culminating in the establishment of community high schools.

Alistair Buchan argues that the MSC is keen to empty its bountiful coffers for patrol schemes. I can assure him that my experience of establishing the scheme in North Tyneside was not so easy: following the completion of a 12-month feasibility study, it was a further year before a 50-place pilot scheme was approved.

The problems of North Tyneside are not as severe as some of the areas to which he refers, but our experience is

that patrols, together with the other measures mentioned, have had a deterrent effect, with a reduction in the number of break-ins.

No one is naive enough to think that surprise visits will be in themselves totally effective and this is why static patrols are used on the most vulnerable sites.

In North Tyneside, patrol personnel alternate between, say, a three-hour static and a four-hour vehicle patrol per shift providing security and thus job satisfaction for the staff. As our patrols only cover the external part of the buildings, I doubt if we are likely to encounter any sleeping-on-the-job.

One has to remember the management's role in making the job attractive by enabling employees to fulfil their potential.

All personnel are instructed by the police, on their induction course, about what action to take in differing circumstances and this has had satisfactory results.

Training in the classroom before on-the-job experience is thorough. Alistair Buchan's suggestion that commercial security firms provide better training seems paradoxical when substantial numbers of staff on our patrol scheme have been recruited by the commercial sector because of their training and work experience.

The picture he paints of organized gangs of vandals armed with sledgehammers roaming around schools systematically looking for trouble may be true of Sunderland and other areas, but in our experience, and that of the

local police, most vandalism and break-ins are opportunistic.

Our patrols are in constant radio contact with their control base. However, there have been only a small number of occasions when support has been requested. Radio contact in itself is a useful deterrent when dealing with awkward situations but, then again, in North Tyneside we have no experience of the confrontations Alistair Buchan describes. Could this perhaps be because of the training that staff are given in communicating with people?

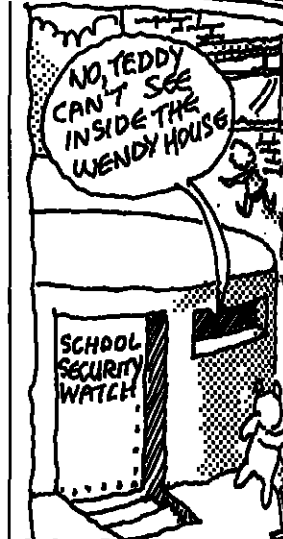
In three years, no physical violence has occurred, and therefore I cannot foresee any need for the Rambo approach Alistair Buchan foresees.

Our patrols are not issued with police or army-type uniforms. They do, however, wear all-weather clothing with a North Tyneside motif that distinguishes them from other people on school premises at 2am.

As part of our agreement with the trade unions on implementing the scheme, an undertaking was given that mainly external patrols would apply. Corridor patrols, schoolyard and reception desk protection are not necessary in North Tyneside.

Experience has shown that one static patrol member on site prevents evening classes being disrupted by youngsters looking for mischief.

You will note that I have not used the term "security guard" as we believe that this designation is totally inappropriate. The scheme is constantly monitored by the community programme agency set up by the authority



in conjunction with the MSC and by the local monitoring panel which consists of trade union representatives and elected councillors.

All staff employed on the scheme are subject to the appropriate conditions of service as permanent school staff and the same codes of grievance and disciplinary procedures apply. Personnel are recruited on the basis that they have to offer the scheme more than just to fill the vacancies. After three years, only now are all children's schools covered by the patrol.

Bill Dixon is assistant director of education in North Tyneside.

taught individually for one hour, but only receive about two minutes of the teacher's time each. Thus there can be no meaningful discussion, and understanding - the fundamental goal - cannot develop from the scheme alone. Thus we now find teachers criticized for overuse of individual teaching.

I believe it is necessary to "export" to "recognize" teachers' mathematical limitations, and to address their advice to the real classroom situation. INSET should not be where most of us are: only commercial schemes. It should involve discussion of the shortcomings of schemes and how they can be made for individual children.

Advice on how to use the interests and personal experiences of children should relate mathematics to real life, a familiar scheme. INSET should consider ways of expanding teaching so that children have sufficient discussion with the teacher and other children to develop real understanding of the mathematics they are studying.

In this way, it should be possible to leave behind the published scheme which provided the initial security and expertise, and develop a personal scheme more directly related to particular children.

David Lea is headteacher of a school in county primary school, Hampshire.

compulsory part of every pupil's education. An awareness of the fundamental role that design plays in everyday lives needs to be awakened. Teachers and our pupils are still allowed to live out on the creative and aesthetic side of experience, and many of these become our future decision-makers both in schools, and at other levels of our society where the ability to think imaginatively and with vision is desperately needed.

In the present educational climate there is a danger that many of our education will fall back on traditional accepted yardsticks for success, such as good examination results in school. While it cannot be argued that these are unimportant, and that design is never had much currency in the curriculum, no matter how good the results, the argument becomes more complex.

The argument becomes more complex when that art and design become relevant in a society with high unemployment and enforced leisure. Design is of vital importance, not only because it is intellectually stimulating, but because it is of great value to the development of society. Indeed, even our present Government tells us this is so, although sadly, there is little tangible evidence to be seen in schools which reflects this commitment.

Design is of vital importance, not only because it is intellectually stimulating, but because it is of great value to the development of society. Indeed, even our present Government tells us this is so, although sadly, there is little tangible evidence to be seen in schools which reflects this commitment.

Linda Harper is deputy head of a school in design, at Neston county primary school, Cheshire.

The Government asks for more and more and thinks that it can provide less and less without adulterating the quality of what is produced." Thus, in some exasperation, the Committee of Vice-Chancellors and Principals add their voices to the chorus of protest provoked by the Green Paper, *The Development of Higher Education into the 1990s*.

The Government, so the argument runs, is underestimating future demand for higher education, underfunding research and undervaluing the response the universities are already making to the "changing needs of the economy". The phrase is from the Green Paper itself. According to the Government those needs are only going to be met if higher education turns its attention much more seriously to "the production of highly qualified manpower".

Whether higher education is directly responsible for the failure to "produce" that "highly qualified manpower", whether, with such inadequate provision for science teaching in the schools, the Government's proposed "shift in favour of science and technology" is feasible: these are contentious questions (explored by Michael Brock in *TES*, March 7). What is beyond doubt is the Government's resolve: "Higher education should contribute more effectively to the performance of the economy".

The Government is determined to get "value for money". A reasonable aim? Yes - but only if properly understood against the wider aims of education and a civilized definition of value. Unfortunately the language of economics and industry is the only language the Government acknowledges in the debate about those wider aims. The Green Paper confronts us with a drastic impoverishment of civilized idiom. And that idiom takes its character so emphatically from the temper of the present Government that its hold on the argument will not easily be loosened.

In its quest for "value for money", the Green Paper commends the economic concept of the "rate of return" to higher education:

This is based on the idea that education can be regarded as an investment in people, with most of the resulting benefit taking the form of a greater contribution to the economy (assumed to be reflected in higher earnings). The "rate of return" is the annual flow of such benefits expressed as a percentage of the initial cost of education.

It is in this kind of language and with such calculations that the authors of the Green Paper are most at home. There is a place, a limited use, for such calculations, no doubt. However, when the impersonality natural to such cost-benefit analyses penetrates the general language in which arguments about education are conducted, there are serious consequences. The general language of the Green Paper is the language of industrial management and production. We are repeatedly told, in one way or another, that "higher education's output of well-motivated graduates is vital to the country's economic performance". Universities and public sector institutions must "adjust in a cost-effective way... to the developing need for skills-updating".

This, the characteristic vocabulary of the Green Paper, is fundamentally unsuited to any discussion of education that aims to go beyond utilitarian and pragmatic considerations of the present and foreseeable future. That the Government sees no impediment to considering questions of the quality of education in such a vocabulary is the clearest evidence of the impoverishment that is in question.

Arguments conducted through such a vocabulary encourage the neglect of that most important function of all Higher Education: the provision of intellectual perspectives broader than those which contemporary social, political and cultural life make available to us. The Green Paper's grudging obedience to the humanities is symptomatic of that neglect.

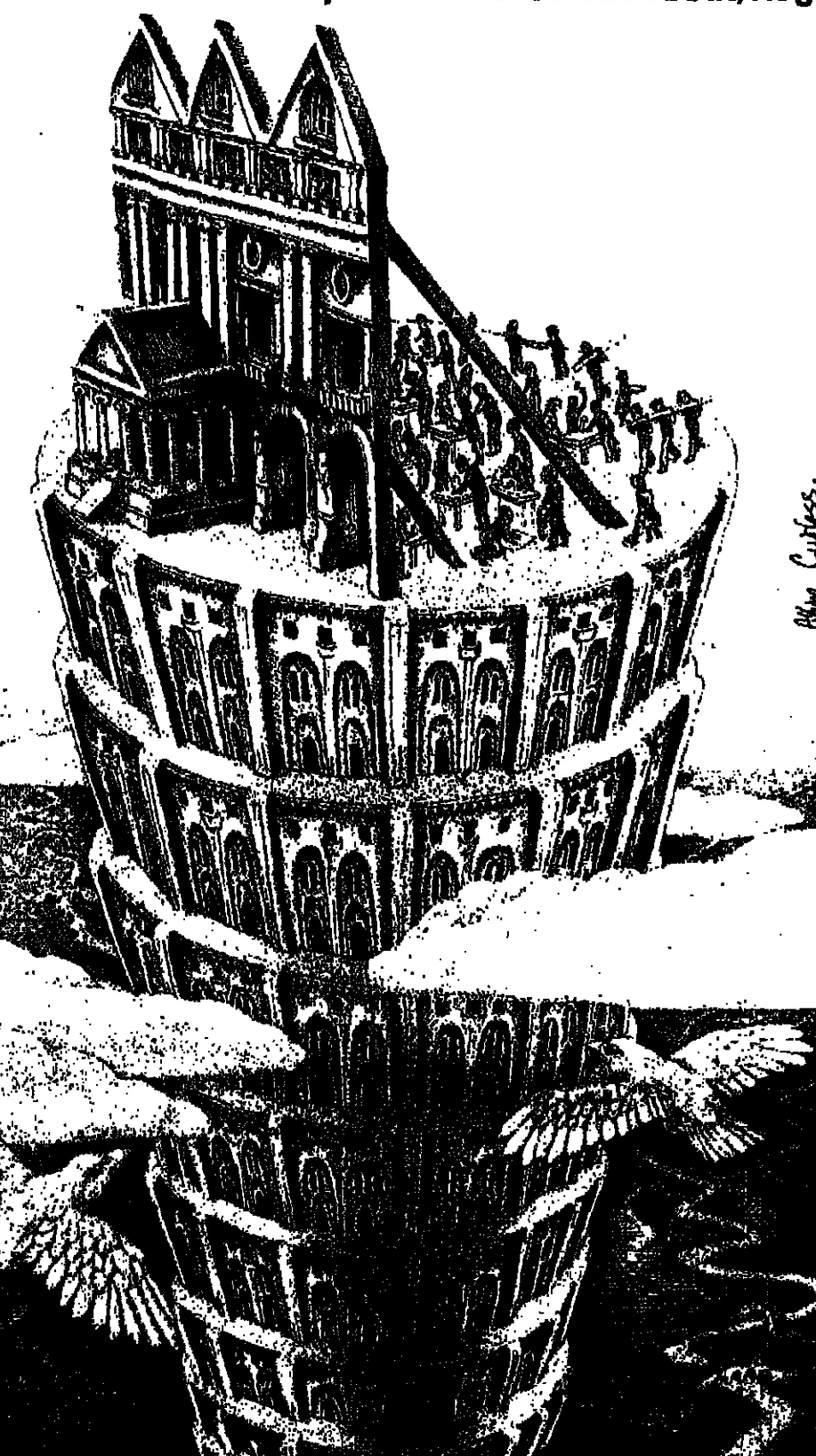
Now this may seem merely fastidious. Isn't talk of "production", of "manpower", of "output", of "skills-updating" merely a matter of linguistic competence? Surely we choose this or that range of idioms or metaphors because they're well understood and precise? However, to conduct an argument through a particular set of idioms is to commit oneself to the current of thought in which such idioms flow. That current may not only sap the foundations of what should be upheld and defended - but make it harder for us to entertain that "less blinkered vision" for which the Vice-Chancellors ask.

Donald Davie recently remarked that we are all "subject to a daily and hourly bombardment of language from innumerable sources which characteristically, though by no act of choice on the part of anyone involved, transform human and moral transactions into technological or financial or behavioural terms". This, argued Davie, made for a corruption of understanding that we should energetically resist.

Davie's remarks are directly to the present point. The very fact that the universities are being urged to extend their already active partnership

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The Government's manpower plans for higher education are the opposite of what university education should be about, Roger Knight argues.



wisdom of their decisions may be disputed. It is to convert the economy into a creature with ineluctable appetites that we have a moral obligation to satisfy. And to satisfy now. The "eternal curiosity" (in the Vice-Chancellors' words) that gives rise to research "pursued with the primary aim of advancing knowledge" has no place in the computational universe of the Green Paper. It is no surprise that the humanities, in their preoccupation with aesthetic, moral and spiritual questions that transcend the immediacies of present economic needs, occupy a position in that universe somewhere between that of a luxury and a nuisance.

George Orwell long ago pointed out that "the decline of a language must ultimately have political and economic causes". The present Government's dedication to cost-effectiveness as the overarching criterion to which all argument about values must be referred produces a corrosion of humane idiom that threatens to enfeeble the wider public debate. An argument that, in its ubiquitous "inputs" and "outputs", represents education as a matter of mechanisms in more or less good order, makes it more difficult for us to entertain those humane perspectives that such a vocabulary excludes.

The Vice-Chancellors themselves can slip into phrasing such as "an educated manpower skilled in the latest ideas". They are none the less conscious of such perspectives and are moved to resist the overwhelming vocational emphasis of the Green Paper and to stress that "many employers pay little attention to subject and look for well-developed minds. This requires a well-balanced university system that does not undervalue the humanities".

But of course the humanities cannot be valued in the kind of precise accounting that the Green Paper yearns after. ("So long as taxpayers substantially finance higher education the benefit has to be sufficient to justify the cost"). If we can only convince ourselves that something is of value when we are able to measure its benefits then those activities and experiences that elude our statistical and economic machinery are likely to be felt as an irritant, almost an offence against the accounting system. It is thus not surprising that, constrained by its mechanistic metaphors and the rigidities of cost-benefit analysis, the Green Paper has nothing significant to say either about the contribution of the humanities or the quality of education in general.

Its discussion of "performance measures in education" sustains the image of the university as a factory and virtually empties the word quality of educational significance. These measures are "to assist the management of the education system at national and institutional level".

The industrial language consolidates the notion of higher education as standing in a merely mechanical relation to the economy it serves and faithfully reflects the crude externality of the measures discussed. "Judgements of quality can be attempted by comparing the success of students in obtaining jobs, their relative salaries and their reported performance in employment".

The obsession with quantification yields a language beyond parody: the difficulty of "quantifying the outputs and benefits of research" notwithstanding "some attempts have been made to measure output in numbers of books or articles published making some allowances for differences in quality".

We have a rich, inherited vocabulary within which to represent to ourselves what we mean by a liberal education and a "well-developed mind", a vocabulary which it is the particular obligation of a university to keep alive. Matthew Arnold's words in *Culture and Anarchy* (1869) are an uncomfortable prophecy and an apt description of the problem:

The idea of perfection as an inward condition of the mind and spirit is at variance with the mechanical and material civilization in esteem with us.

As the Green Paper uses it, the word "education" is largely drained of its traditional inwardness, its historical stress on the educating, the evolving of individual qualities of mind and spirit. The obsessive insistence on "value for money", "performance measurement" and "cost-effectiveness" is the triumph of the mechanical and the material.

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FEATURES

Mind, body and spirit

With five new Rudolf Steiner Waldorf schools opening this year, Virginia Makins reports on the parents and teachers who value spiritual development above academic success and sees Steiner education in action.

In the last few years the growth of Rudolf Steiner Waldorf schools has been quite spectacular. In 1970 there were six Steiner schools (not counting the schools catering for children with special needs) in the United Kingdom. By 1980, there were 12. Since 1980, nine more have opened — five of them this year.

The expansion has mainly been in university towns, or in the kind of attractive countryside where the 1960s generation of alternative-seeking parents have settled. But it still shows a remarkable new popularity for a movement that, until now, has never really taken off in this country. It has taken considerable dedication by parents and teachers to get the new schools started. They run on parent contributions and fund-raising, and parents, children and teachers do the cooking, cleaning, building and decorating.

The parents pay what they can afford, and different schools have invented varied mechanisms for setting parental contributions — but all the new schools try to be open to all children, irrespective of family income.

The teachers are either paid according to need, as assessed by themselves and their colleagues — with very few getting anything like a Burnham Scale 1 — or are given a very low flat rate.

Buildings have been hard to find and, since the Waldorf boom is happening in Europe and America as well as here, trained teachers are scarce also.

But despite the difficulties, the schools are surviving, and growing. The York one, now six years old and with 100 children, is about to expand into the building of a recently closed comprehensive, and start an upper school for 14 to 18-year-olds.

The Bristol school — started in 1973 by a group of Waldorf teachers who wanted to work with a mixed city population, rather than the more typically private school mix of the older Steiner schools — bought an old Catholic cathedral and a junior school building and opened in 1975, and has since grown to 150 children. But it still has

drawing before puberty," said a Bristol parent whose children had been right through the school, and gone on to university. "But it does seem to work for the children."

Teenagers in the Bristol Waldorf school who had come from other schools seemed to agree that it works. "It was like the difference between a palace and a dungeon," said one. "Here your teacher finds out your abilities, helps at what you're not good at and helps you discover what you are good at," said another.

Often, the parents have started with worries about comprehensive schools. But they rapidly begin to wonder about primaries, too. A Bristol couple said: "We looked at our local primary and asked: 'What was the healthy thing for children of four and five and six to be doing?' It was a very good school, but we were unhappy about the disguised emphasis on academic work."

"The primary schools were all factual and cerebral," said a parent at the Brighton Steiner school. "Here, the children are stretched intellectually, but not academically. The nature of the material is more challenging, they put their whole selves in."

A music teacher in Bristol sent her children to the Waldorf school because she had taught some of its pupils. "I was impressed by the way they felt about themselves and the school. They were inventive and gracious and made their own minds up."

Bob French, the head of the sixth form at Henbury school in Bristol, which takes some of the Waldorf 16-year-olds, says that what is striking about them is "their independence, and their ability to run their own lives."

He says it is impossible to tell whether that comes from the Steiner curriculum, or from the nature of the families who choose the Waldorf option, and their commitment and involvement in a small school. But what is clear is that although they do not have the same academic training for the sixth form, "they adapt well, and contribute a great deal to the school."

For information about Steiner schools, contact the Steiner Schools Fellowship, Orlingbury House, Lewes Road, Forest Row, Sussex RH18 5AA, Tel: 0342 822115.

The teachers I talked to had come to Steiner by a variety of routes — through girl friends, through working in Steiner schools for handicapped children, through thinking about the education of their own children.

Kevin McCarthy, an experienced comprehensive school teacher, now working at the Brighton Steiner school, said: "There is a hole in a good humanist school. It lacks the spiritual dimension. I found it deeply unsatisfactory. Teachers had no shared view of what we should be doing, and conflicting views about the nature and needs of children."

"The curriculum is about awakening interest, planting seeds that may come up later in life," said Rhys Griffiths, who worked in community theatre before joining the Bristol Waldorf upper school. "You're concerned with the broader aspects of being alive, not the superficial acquisition of knowledge, and you can address adolescents where they're at."

Teachers say that the need to offer at least some GCSEs and CSEs does distort the pure Steiner curriculum after 14. But the main lessons stay class-based and mixed ability all the way up. And Rhys Griffiths said, "the invisible form of the Steiner school, where the teachers cultivate among themselves, remains even though the outer forms get less obvious as children get older."

Those invisible forms seem to be one of the great satisfactions of working in the schools. There is no head, just a "college of teachers" who meet frequently to discuss individual students, and the work of the school. The teachers say that even the tricky business of sharing out their minimal pay brings benefits: "It colours relationships from the roots up: nothing is being bought."

But although the poverty of the schools ensures a staggering level of commitment, it is also a constant block on expansion, and the parents and teachers look longingly at countries such as West Germany, Denmark and Holland where alternative education is more widely supported.

Some schools are introducing an extended school system to cover more independent schools, not only will there be some extremely happy teachers and parents in Britain's new Waldorf schools, but it seems likely that the expansion of Rudolf Steiner education will be even more rapid.

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The Steiner curriculum

The Steiner curriculum is divided into three stages. The kindergarten, from four to six, is designed for the stage when children develop by immediate practical experience and imitation.

In the second stage (six to 14) what is considered to be important is imagination and feeling. Art and craft, poetry, music, movement games and stories are an integral part of all the teaching. Steiner believed that at this stage children need to see adults as the source of wisdom and goodness. One teacher stays with the class all through this middle stage, taking the two-hour "main lesson" which starts every day.

Basic reading and writing and arithmetic are started very slowly. Six and seven-year-olds are introduced to the alphabet by stories and pictures about the individual letters, and children are not expected to start reading until their eighth year.

Only in the third, adolescent stage (14 to 18) did Steiner consider that pupils were ready for intellectual abstraction and analysis. Children leave their teacher at 14, and move to the upper school, where the main lessons are taken by different teachers, who take three or four weeks to develop a topic in their subject.

The content of the main lesson is set out in some detail for each year, bringing in aspects of all the traditional academic subjects, myths and legends, the Bible, and practical things like building and gardening.

"You do Norse myths when they're at their noisiest, classical civilizations when they're at a stage of physical beauty and balance around 11, and revolutions when they're revolting in adolescence," as one teacher puts it. A lot of the work is oral, and woven through with music, poetry, movement, and drama.

Even the art children do is closely prescribed: they use particular crayons at different stages, and for several years paint only on wet paper with broad brushes: "The idea is that children should experience colour, rather than produce individual works of art."

As well as "main lessons" there are "practice lessons" with different teachers for art, craft, music, languages (French and German are taught from the age of six), religion, and Eurythmy, a kind of stylized movement to speech and music which is difficult and disciplined, which the older children often say they dislike, and which more than one teacher told me "refreshes the parts that the rest of the curriculum doesn't reach".

Rhymes with a reason

The Bristol Waldorf school



Peter Hansmann leads the number games in the Eurythmy room.

Before their teacher came, the seven and eight-year-olds of Class Two at the Bristol Waldorf school were whistling, fighting and scuffling (the boys), or chatting in groups (the girls). There are 28 children in the class (30 is seen as an ideal number in a Waldorf school).

Desks were set in rows facing the front, and the blackboard was covered with a big impressionistic style landscape with a man and child in a small canoe, drawn in coloured chalks by the teacher to fit the work of the moment, and a regular part of Waldorf classrooms.

The "main lesson" every morning lasts about two hours. Peter Hansmann, the class teacher, went on from a BED to a Waldorf training in Edinburgh, and started his teaching career with this class last year. He began the day by going round the class with a personal greeting to each child, holding his or her hands.

Then there was a noisy start, with a bit of "Stand up, sit down. Let's try again. Stand up." Before a candle was lit and the day began with a recitation: "The sun with lovely light / Makes bright for me each day."

That was followed by songs, such as *Green Grow the Rushes* — O to the teacher's reed pipe, and recitations. One poem suited the children's mood that day: "I've told you before, 'twas a stormy night / When those two little kittens began to fight."

By then, the children had settled right down, and they joined in the singing and reciting with great attention. Many of the poems and songs are frequently repeated, over weeks or months. "A lot of children in the class need the security of keeping on with familiar rhymes and games for



several weeks," said Peter Hansmann.

The class then moved to another room, used for outdoor activities. They went in holding hands, led by the teacher following his pipe and singing: "Come follow, follow, follow me . . .", formed a circle, and launched into a varied, physical presentation of multiplication tables.

It seemed an enjoyable way of getting tables into children's bones, with everyone step, step, step and jumping around in a circle, counting "one, two, three, four; five, six, seven, eight" all the way up to 48, or standing rhythmically chanting "three times three is nine" or "33 — is — eleven times three," clapping hands, then knees, then crossing their hands over their breasts (a characteristic Steiner gesture).

The session ended with a traditional singing game — *Old Roger is dead and he lives in his grave* which the children had been doing for weeks, but still seemed to enjoy. Finally (and with some wiggling and jostling), they all recited, with set gestures: "Straight as a tree I stand / Strong are my arms and legs / Warm with love is my heart."

Then it was "Follow, follow, follow me" out into the playground, and a terrific game of British building with Peter Hansmann still fully in charge, organising and joining in and pursuing and swinging children round like a favourite uncle.

Back in the classroom, there were more poems. One went with the freezing weather outside, describing Jack Frost with "a wand of glittering stardust, and shoes of sunbeam light". Some seemed more suitable for much younger children: "The little kitty went creepety-creepety-creep", but the children recited them with evident pleasure.

Then straight into some simple sums, with the teacher wrote on the free corner of the blackboard and the children tackled orally: three plus nine, five plus 13, ten divided by two, six shared between three.

There was another seasonal recitation: "So let us go on a winter walk / In the last rays of the sun" — Steiner teachers seem to flow naturally into poetry and song to punctuate the lesson — and then the theme of the moment, the story of St. Bride, told, not read, to the children.

The teacher recapped on the story so far, asking about the feelings of various characters, and a few of the children got restless again — but then there was total and absorbed silence as he got on to the new bit of the story, about the journey of the Prince and his baby daughter to live in a little boat.

After that, nearly an hour-and-a-half after the lesson had started, the children got out workbooks and pencils and copied a short version of the day's story, already written out by the teacher, but hidden on the reverse side of the board. "The little girl was named Bride. She played on the hills of Iona. Often she went to a quiet pool where a white thrush sang in a rowan tree. They embellished their writing with good coloured drawings, in the style of the one on the board."

The books were also used as the children's first "reading" books. The year before they had been introduced to the alphabet, but this was the first year they would be expected by teachers or parents to start reading.

Even so, according to Peter Hansmann, four of them were reading fluently, and most could read a bit. Finally, the children did a bit of writing in "practice" books, which had just been introduced, and which they clearly enjoyed a lot.

After the "main lesson", the class has specialist

Whether at work or play teacher is there to guide and participate. But few are paid as much as Burnham scale one.



ones: languages, music, handicraft, Eurythmy (see The Steiner curriculum, left) often with different teachers. There are also set times for their teacher to read aloud to them, and for play.

The toys provided are things such as Plastiline, dressing-up things, simple wooden animals, and special faceless Steiner dolls. The products of modern toy manufacturers, dolls and cars and construction kits, are not thought by Waldorf teachers and parents to nourish children's imaginations and spirits.



Every day is special

The Brighton Steiner school

In the kindergarten of the Brighton Steiner school, three people had birthdays on the day I visited: twins Tom and Rosie and Thais Bishop, the teacher who was just taking over the class. Steiner schools, especially the kindergartens, make a big thing of religious and seasonal festivals, and birthdays are special.

The two children were dressed in cloaks and gold circlets. Their teacher, Henrietta Mitchell, lit a taper, and they processed to where the other children sat round the table, with the teacher reciting: "In heaven there shines a golden star . . ."

Candles were lit on three birthday cakes, and Henrietta Mitchell began to tell the "birthday stories" of Tom and Rosie. "Six years ago, beyond the sun, beyond the moon, shone two golden stars very, very near to each other. And on those stars lived two star angels . . ."

Apart from interruptions from one disruptive small boy, the children were rapt. "Star angels," echoed one boy, in a deeply satisfied way. The story went on about how the Great Guardian told them the time had come to travel to Earth, how on the way they visited Father Sun, Sister Moon and all the planets, and how finally they arrived, and found their mother, father and older sister waiting for them.

Then the teacher sang two special birthday songs, the children and the teachers presented pretty and flowery cards they had made, and Tom and Rosie were each presented with a box of "treasure" — six tiny polished stones. Their eyes were so enormous and shining when they opened them that it did seem that, to them, the boxes were full of treasure.

The nursery has a regular rhythm. "Repetition is very important," said Henrietta Mitchell. Every day has a ring time, when they sing the same songs over and over again, maybe for half a term — traditional things such as *The North Wind Doth Blow* and nursery rhymes.

There is also a story time, when a candle is lit and the teacher re-tells one story for two or three weeks. Break has its own ritual, with one child giving out wholemeal bread, and a grace about Mother Earth and Father Sun.

There is a lot of free play. "We interfere as little as possible, but if it gets destructive we join in and lead them out of it." When one child kept bringing in *The A-Team*, the parents were approached, and he stopped watching it at home.

In the Kindergarten, every day has its special activity: painting on Monday, bread-making on Tuesday, Eurythmy (see The Steiner curriculum, left) on Wednesday, modelling in beeswax on Thursday, and polishing a set of copper pans hanging in a house corner (made of bedspreads draped over big chairs) on Fridays. Children stay in the nursery for two years, moving up the year they become seven.

The oldest children in the Brighton school are now 11. It started in rooms in three separate family houses, and, with nearly 80 children, is already outgrowing the large house it moved into last year.

I saw the oldest classes having a weekly games session. They, and two of the teachers, were doing a complicated dance, weaving around in outer and inner rings, while singing a round, concentrating hard but all looking very relaxed and happy.

Class Two, the seven and eight-year-olds, had both German and French lessons on the day I was there, actively taught with lots of traditional games and rhymes and songs. It was a sad reminder of how quickly and easily young children take to languages when they are well presented.

German was the last lesson of the day, and ended with everyone reciting the old bedtime verse: "Vierzehn Engel bei mir schliefen." "I don't want to go home," a boy complained.



The Brighton Steiner school is rapidly growing out of its large house; (above) making letter pictures, (below) preparing the school lunch.



'Glorious' Revolution?

With the political temperature rising in Ulster, and both sides claiming history as their justification, Gerry Fitt goes back to the books and unearths some surprising facts

On March 17, by one of the odd quirks of fate, I found myself in the Lord's Gallery of the House of Commons. I came in just at the moment when the Speaker was reminding Members that we are only two years away from 1988, the tercentenary of England's "Glorious" and "Bloodless" Revolution of 1688. There were choruses of "Hear, hear" all round. (Did they know it was St Patrick's day?)

Somehow the mention of 1688 put me in mind of the following year, 1689, and the year after that, 1690, dates to be found written up on walls all over Ulster with the word "Remember!". Remember 1689 (the siege of Derry, or Londonderry if you prefer) and 1690 (the battle of the Boyne) all right, and I thought to myself how fortunate it was for England to have gained all the advantages from this revolution while Ireland was left with all the tragedy. How very English for the English Revolution to be "Bloodless" as well as "Glorious" - unlike the nasty ones the French and the Russians had later. Blood might not have been spilt on English soil but blood flowed in plenty then and since in Ireland. I don't know about Wales - perhaps someone will write and tell me - but ask a Scotsman about what happened to the Jacobites at Killiecrankie and Glencoe, the '15, the '45 and Culloden, and then, if you still have the stomach, ask an Ulster Loyalist if he thinks the victories he sings about, at Derry, Aughrim, Enniskillen, and the Boyne, were bloodless.

The Glorious Revolution that delivered England from the Polish King James II and replaced him with William III and Mary II, and replaced the Stuart monarchy with a new structure now still standing in the North.

I was remembering all this last Friday when I happened to be in Westminster, again, in a Committee Room, facing the press with the principal of Lagan College, Belfast and four of her pupils. Lagan is one of Northern Ireland's few integrated schools, in which Catholic and Protestant young people are educated together.

We were there to launch an Appeal to get money to build a permanent school for them - at the moment they are in what one Paisley politician has been pleased to call a "shanty town". Anyway, when I was asked to say a few words, I told the story of the Speaker, the Glorious and Bloodless Revolution, and the "Hear, hear". I hope I didn't sound like Paddy once again laying the blame for 300 years of Irish troubles fairly and squarely on the backs of the Brits - but I make no apologies for it. The point, I think, is an important one. The TES man on the spot must have thought so anyway because it was him that suggested that I go back to the history books and check my facts - hence this little contribution to the Irish controversy.

The history books are fascinating things indeed. The man in the street likes his history clear cut, black and white, and the doesn't usually get it straight from the history books because history books are awkward things - like the law, things never turn out to be quite the way you think they ought to be. Take, for instance, King Billy and the Pope. Obvious enemies you would think, the "great deliverer" and the "Anti-Christ", but they weren't. Not only that, the Roman Catholic Holy Roman Emperor and the Roman Catholic King of Spain were on William's side too. Te Deums, hymns of thanksgiving, were sung (in Latin) in the Roman Catholic cathedrals of Austria and Spain for William's victory at the Boyne in 1690.

This sort of thing should be mind-boggling to the hardline Ulster Loyalists (and to the Catholic Nationalists come to that). It has been fashionable for some years now for well-informed Catholics to try boggling the minds of their Protestant acquaintances with this historical conundrum. But you can't be too careful. I have often heard it said, and said it myself, that the Pope had a Te Deum sung in the Vatican. Now I find a history book that tells me there was a change of Popes just before the battle of the Boyne. The old



Pope, Innocent XI, was a great supporter of William's and would have had a Te Deum sung if he had lived, but the new Pope, Alexander VIII, apparently, was scandalized by the celebrations in the Austrian and Spanish cathedrals. You can see how easy it is for one myth to be replaced by another.

Actually, the whole thing abounds in myths. Take, for instance, the colour of King Billy's horse. All the pictures show him crossing the Boyne on a white horse but I've heard it fiercely argued that it definitely couldn't have been white (perhaps someone will write and tell me about

that one too). Take poor old Lundy for another example. Lundy was the governor of the besieged walled city of Derry, or Londonderry, in 1689. His crime seems to have been pessimism at the chances of holding out against the Jacobite army rather than treachery. He left the city all right but he never went over to James's side. Nevertheless, to this day he is reviled as a traitor and buried in effigy during the "marching season" we are hearing so much about at the moment.

And what about William himself? Nationalists, I suppose, would tend to put him in the same

league as Cromwell (First Division) as one of the arch-tormentors of Ireland. But, according to the books anyway, he was a "tolerant and reasonable man" and "sincerely free from bigotry and statesman of enlightened and liberal mind". The Treaty of Limerick ended his war in Ireland in 1691, apparently, "his Protestant supporters thought the terms of the Treaty were highly generous", and have been marching annually ever since to proclaim their victories.

Speaking of William's generosity brings in another very odd thing about the whole affair. William was married to a daughter of James II and is said that at the Boyne William forbade his generals to make a flanking movement because it might have threatened his father-in-law's escape route. He can't have fancied the idea for a prisoner-of-war for a father-in-law too much.

The whole thing gets crazier the more you look into it. This time it wasn't the Irish who were in rebellion. They were fighting for the lawful king who was an Englishman!

And what did the ancestors of today's Protestant Loyalists get out of it all? In King Billy's era of religious freedom" a Presbyterian minister was liable to three months in jail for delivering a sermon and a fine of £100 for celebrating the Lord's Supper. Presbyterians were punished if it was found out that they had been married by a Presbyterian minister. If you were a Presbyterian you couldn't get a job in the army, the navy, customs and excise, the law, or any municipal employment. Intermarriage between Presbyterians and Anglicans became illegal. It makes you think when you consider that in the 50 years after the Glorious Revolution that gave Protestant Englishmen religious toleration and parliamentary monarchy, something in the region of 250,000 Protestant Ulstermen emigrated to America in order to find religious liberty. Another irony of it all is that King Billy himself was a Presbyterian.

The Penal Laws that followed the Boyne and the Treaty of Limerick hammered education in Ireland. It became an offence for Presbyterian ministers to teach children - another three months in jail if you got caught doing that. Catholics were, of course, forbidden education, their priests as well. You can understand, I suppose, why the Catholic bishops are not too keen on integrated education in Ireland today. It took a hook of a long struggle for the underdogs to recover and to build themselves up their own system of schools.

Integrated schools, though, must be a way of moving on from where we are today. Lagan College was started in Belfast in 1961 at the time of the hunger strike, a comprehensive school for Province that still has the 11-plus, for secondary pupils, boys and girls, Catholics and Protestants equally. Other integrated schools, equally mixed, of money, have opened since. It must be interesting the way the children there are learning history.

Don't get me wrong about England and the English. I don't want to see the sins of the fathers visited on the children. I think it's great that Roman Catholics in England don't get a hard time around Guy Fawkes Day any more. One day in Ireland, please God, may there be as much joy in the commemoration of King Billy's victory as the Boyne. What I would like to say to Protestants in England, who will be celebrating the tercentenary of their Glorious and Bloodless Revolution in 1988 is that the tercentenary of the displaced bloodshed will be celebrated in Ireland in 1989, 1990, and 1991. Is it not, in the last of these years, to do absolutely nothing of interest to Englishmen to let the teaching of Irish history in schools like Lagan College and will improve things? Wouldn't Englishmen proudly celebrate their Bloodless Revolution in 1988 if by then they had made Northern Ireland a little less bloody than it is today?

Lord Pitt was a founder member of the United Democratic and Labour Party of Northern Ireland, and led it until his resignation in 1979. Now this in the Lords as an Independent Socialist.

A uniquely personal institution

Gillian Peele on the last 50 years of the American presidency, and the dangers in setting defence budgets with a pocket calculator

FDR: A Biography. By Ted Morgan. Grafton Books £20. 0 246 12842 9.
Truman. By Roy Jenkins. Grafton Books £12.95. 0 00 217584 3.
The American Government and how it affects the World. By David A. Stockman. The Bodley Head £12.95. 0 370 30752 6.

The American presidency is a uniquely personal institution. Although the Founding Fathers feared monarchy, they created at Philadelphia a chief executive which, as these three books show, has a flexibility that is both fascinating and disturbing. In the late 1960s and early 1970s this protean capacity caused some observers to worry about an "imperial" presidency. More recently, the opposite worry has emerged as observers have seen that the American executive is one with as many weaknesses as strengths. Thus, while it is to the presidency that the majority of Americans look for leadership, the ability of presidents to provide effective leadership is severely limited by a fragmented political system. As a result national policy is frequently broken on the rocks of sectional interest in a Congress which has become increasingly decentralised. The American executive may thus find itself powerless to control even those most central aspects of government - the budget and foreign policy. And while the presidential system provides a focus of political interest, the electoral system now makes it likely that candidates will be selected as much for their stamina in a long primary season and their appeal to the media as for their political or administrative skills.

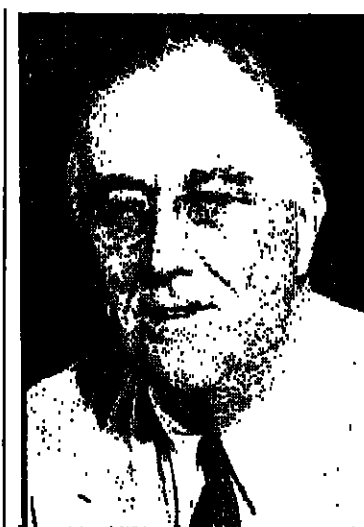
The practical consequence of the way the American presidency has developed can best be grasped from political memoirs and biography. Ted Morgan's biography of the man who ushered in the modern American presidency is of interest for the light it sheds on Roosevelt's personality and the importance of manipulative skills in his political advance. Although the picture which Morgan presents is one of a man who started off as a rather naive and ambitious politician who only slowly matured into a statesman of world stature, the details of the progress are illuminating for the student of American politics. The way in which the young Roosevelt handled his first major appointment as Assistant Secretary of the Navy has probably been repeated a thousand times by a thousand aspiring politicians. The appointment itself was gained on the basis of a chance encounter with Joseph Daniels in a hotel. Thereafter Roosevelt sniped against Daniels, although the Secretary of the Navy had not met him given FDR's own department was, as Morgan

notes, "flawed because he came to be viewed as untrustworthy by his chief and his president" and it was marred by tendency for his unfocused energy to cause him to rush off in a number of different directions at a time. The emphasis on mobility and action which runs through American politics was, of course, given a twist in FDR's career as a result of the crippling polio which he caught at the age of 39. According to Morgan, the experience of polio was the dividing line in FDR's life. Before polio he had been a man of action, a man who had the major influence in creating the postwar world and in developing the mechanisms of advice through which the modern presidency would operate. It is perhaps a pity that Roy Jenkins' economical and elegant biography had little space to discuss the institutional developments of the Truman presidency since those innovations - especially the National Security Council - have been highly influential features of modern presidential decision-making. Nevertheless Jenkins's study deserves to be read widely as a shrewd account of a president whose qualities and achieve-

ments are all too often underestimated. The expanded federal role initiated by Roosevelt and continued by Truman has of course been the subject of much political controversy in the last 10 years. In 1980 Ronald Reagan's victory seemed to set the seal on a shift to the right in American politics which had affected the intellectual and political climate generally. Yet, as David Stockman's memoirs reveal, for all the bally-hoo about a "Reagan revolution", those who were entrusted with carrying out the alleged electoral mandate of 1980 barely understood the most basic facts about the federal budget and tax cuts were passed and reduced. David Stockman was at the centre of the policy debates inside the Reagan administration since he was made Director of the Office of Management and Budget and therefore had to coordinate administration budget strategy and devise tactics for selling that strategy to the various Congressional factions who each had their own axe to grind.

In telling the story of how the 1981 budget and tax cuts were passed and how his own eyes were opened to the weaknesses of Washington's system of government, Stockman reveals a number of things which students of American government have always suspected. First, the short time horizons of American politicians and the emphasis on compromise and cutting deals creates a climate in which serious policy analysis is both difficult to do and likely to be denigrated. Second, the frenetic atmosphere in which whizz-kids fresh from Harvard work round the clock to make an impact on their political masters and one's importance to an administration is judged by the hour one arrives at the office is likely to generate mistakes of a high order. British government is not perfect but one wonders whether any British Treasury official would recognize the mode of decision-making in which a tired Stockman and Defence Secretary Weinberger, armed only with a Hewlett-Packard pocket calculator, chose the wrong base year for calculating the growth of the defence budget - a mistake which results in a doubling over five years of the percentage increase promised by Reagan. Unfortunately for Stockman - and the United States - by the time the error had been realized the budget figures had been released and the military-industrial complex was "squealing with delight".

Third, Stockman's book reveals the difficulty of implementing policy in the American system. Even a president with as clear a programme as Reagan will encounter resistance from Congress, from the pressure groups, and within his own administration. It was part of the Reagan strategy that drastic action on the budget should be taken



Above FDR; below Truman



ments are all too often underestimated.

The expanded federal role initiated by Roosevelt and continued by Truman has of course been the subject of much political controversy in the last 10 years. In 1980 Ronald Reagan's victory seemed to set the seal on a shift to the right in American politics which had affected the intellectual and political climate generally. Yet, as David Stockman's memoirs reveal, for all the bally-hoo about a "Reagan revolution", those who were entrusted with carrying out the alleged electoral mandate of 1980 barely understood the most basic facts about the federal budget and tax cuts were passed and reduced. David Stockman was at the centre of the policy debates inside the Reagan administration since he was made Director of the Office of Management and Budget and therefore had to coordinate administration budget strategy and devise tactics for selling that strategy to the various Congressional factions who each had their own axe to grind.

In telling the story of how the 1981 budget and tax cuts were passed and how his own eyes were opened to the weaknesses of Washington's system of government, Stockman reveals a number of things which students of American government have always suspected. First, the short time horizons of American politicians and the emphasis on compromise and cutting deals creates a climate in which serious policy analysis is both difficult to do and likely to be denigrated. Second, the frenetic atmosphere in which whizz-kids fresh from Harvard work round the clock to make an impact on their political masters and one's importance to an administration is judged by the hour one arrives at the office is likely to generate mistakes of a high order. British government is not perfect but one wonders whether any British Treasury official would recognize the mode of decision-making in which a tired Stockman and Defence Secretary Weinberger, armed only with a Hewlett-Packard pocket calculator, chose the wrong base year for calculating the growth of the defence budget - a mistake which results in a doubling over five years of the percentage increase promised by Reagan. Unfortunately for Stockman - and the United States - by the time the error had been realized the budget figures had been released and the military-industrial complex was "squealing with delight".

Third, Stockman's book reveals the difficulty of implementing policy in the American system. Even a president with as clear a programme as Reagan will encounter resistance from Congress, from the pressure groups, and within his own administration. It was part of the Reagan strategy that drastic action on the budget should be taken



quickly so that opposition to domestic spending cuts would not have time to develop. Unfortunately, as Stockman's discussion all too clearly reveals, the legislative victories of the Reagan first year were based on doubtful economics, shaky figures and shady politics. Inevitably, those victories led both to political resistance and to the huge deficits. In turn those developments led to the unusually draconian Gramm-Rudman-Hollings law which forces cuts on the president in order to create a balanced budget.

Stockman's book will probably not appeal to a wide British audience since it is dominated by discussion of detailed budgetary considerations. However, it should be read by students of American government and by practising politicians since its language conveys perfectly the culture of American political life. Thus losers in discussions are "shish-kebabed" and "the fella's" meaning the president's closest advisers - express their outrage about Stockman's behaviour in a way unlikely to be heard in Downing Street. Thus James Baker advises Stockman that his "ass is in a sling" and that they want Stockman "shit-caused right now. Immediately... This afternoon." And to underline the gravity of

the situation, Baker did not perform his normal ritual opening to any interview - an off-colour joke and a jump-shot that resulted in a wad of paper being hurled across the room into the wastepaper basket.

The book will win Stockman few friends in Washington and he will have to be content with the money which it makes for him, which will be not inconsiderable. It does, however, illustrate the intellectual emptiness of the Reagan revolution. And more seriously for the rest of the world it underlines the limited intellectual grasp of the current incumbent. Perhaps, in bicentennial year the many scholars who will be addressing the issue of constitutional reform could consider why a nation which produced presidents of the stature of Roosevelt and Truman seems locked into a pattern of political mediocrity as far as its highest office is concerned. Even if Americans do not want to reform the "whole enchilada" as Stockman might put it, perhaps some consensus could be reached on the primary system which effectively allows the media not the parties to create a president and places so much emphasis on image rather than substance.

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W. S. Pringle

BOOKS

-DOMESDAY-



"So very thoroughly did he have the inquiry carried out there was not a single 'hide', not one virgate of land, not even, it is shameful to record it, but it did not seem shameful for him to do - not even one ox, nor one cow, nor one pig, which escaped notice in the survey." (*Anglo-Saxon Chronicle*).

"King William had all England surveyed: how much land each of his barons possessed, how many fiefhold knights, how many ploughs, villans, animals and livestock each possessed in his kingdom from the greatest to the least, and how much each estate could render in rents. Consequently the land was vexed with many calamities." (*John of Worcester*).

"This book is metaphorically called by the native English Domesday. It is the Day of Judgment. For as the sentence of that strict and terrible last account cannot be evaded by any subterfuge, so when this book is appealed to on those matters which it contains, its sentence cannot be quashed or set aside with impunity. That is why we have called the book 'the Book of Judgment' . . . not because it contains decisions on various difficult points, but because its decisions, like those of the Last Judgment, are unalterable." (*Richard Fitz Neale, 1179*).

The beginning of spring sees the English celebrate, as with some ancient Nordic rite, the dawn of a new tax year, and this year, as they fumble and sweat over their returns, they can take comfort that their ancestors suffered far worse pangs of fear and anguish 900 years ago, when the first universal "tax demand" recorded in these islands was presented.

Domesday Book is the great ledger in which the profit-and-loss account of the Norman Conquest is drawn up. And although the anonymous scribe who kept entries for the *Anglo-Saxon Chronicle* was a prejudiced witness, nevertheless his words convey something of the sense of impotency and anger among the taxed.

And, it ought to be added, the dispossessed. Domesday has, almost from the time it was deposited in the Winchester archive, commanded a

lasting familiarity with the minutiae of the Caesars - has turned his talents to the most ambitious venture marking this anniversary year, the *Allecto Historical Editions' Domesday*. He describes his own exploration of the book as being like flying over a fascinating landscape amid scudding clouds. "You will be flying on instruments, and suddenly the clouds part and a section of the countryside is brilliantly illuminated."

Domesday has proved a veritable hall of distorting mirrors for many scholars, who have assailed the text, certain that it would bear out some pet theory, and have emerged from their researches deflated. The question of whether it was simply a massive tax form or primarily a record of land ownership is still debated, and it has been frequently quotable on this second point. The book has been useful as an arbiter in the debate over whether there was a thoroughgoing change in institutions at the conquest or, as has been widely believed, there was a continuity, even in some cases, of lordship.

To set against this is the inconvenient fact of the almost total disappearance of the Anglo-Saxon ruling class - lady and priesthood - in the brief two decades after the Conquest. We know that a Norman monk, Guilelmus, refused a bishopric in England, telling the Conqueror that the whole of the country was one huge robbery. His feelings were, according to Orderic Vitellius, echoed very widely.

Domesday has been cited in support of very different viewpoints during its long life. Undoubtedly, one of William's main objectives in ordering the survey was to put a stop to disputes between his tenants-in-chief over the land-holdings with which he had rewarded them after Senlac. A great mass of confusion had resulted from sub-letting and disputed deeds. And great areas of the country, particularly in the North, where Saxon resistance had been fierce, would be designated "waste" in the survey, lordless and unprofitable, a highly unsatisfactory situation in a feudal state.

Not one cow escaped notice . . .

John Crossland picks his way through the books about the first great tax-form 900 years ago, and offers advice to teachers looking for ways of using it

Saxon dissatisfaction with the tax-assessment and the "doomsday" which sealed under the new laws, the right and title of the conquerors to their new lands, in perpetuity, bred a potent myth, which has never really died: that of the "Norman yoke."

It postulated a "golden time" when the Saxons enjoyed the fruits of their own labour and were bound only by the decisions of freely-elected assemblies. As Christopher Hill has shown, the myth took on real political significance with the Civil War, and the Levellers and Diggers were happy to use its propaganda potential. The Leveller William Walpole, in his debate: "Our very laws will make use of our conquerors," and a revolutionary pointed out that it was to be expected that the laws would be full of tricks, doubts and contrary to themselves, "since they were of Norman origin." He emphasized that fundamental law was but the custom of "the oldest date and longest continuance." Hence Domesday, in their eyes, was beset by association, the record of which the subjugation of the common man was first based.

Of the variety of studies brought forth by the anniversary, probably the most valuable for the layman with an antiquarian interest is Domesday Book through nine centuries by Elizabeth

Hallam (Thames and Hudson £12.50, 0 500 25097 9). Ms Hallam is an assistant keeper at the Public Record Office, which has organized its first major exhibition around the book.

She charts its record as an authoritative source in land title disputes. Her command of the archival records throws up such gems as the fact that the disaffected, pretender of 1361 sought Domesday's authority for his right to protection from "burdensome labour duties" under ancient demesne rights. Absolution went against them and they broke into open revolt. Ms Hallam also gives antiquarians like Dugdale credit for being among the first to unearth evidence of the huge scale of Saxon land-loss. Another fascinating aspect of the book is the legal cases of the past century where Domesday has been cited to protect citizens' rights, unfortunately rarely with complete success.

Phillimore, the Chichester publisher, could fairly claim to have initiated the observance of the Domesday anniversary for they started their "everyman's" edition of the complete work, claimed as the first translation in English, and with the Latin parallel, 11 years ago. The final volume, *Shropshire*, appeared last month, but I was made to wait for the volume

descendant of many generations of yeoman farmers on the south bank of the Humber. I wanted to see what Domesday had to say about the hundred of Stallingborough.

The jury learned that Renier the Deacon held the two manors of Ellafy, "on the day he left the country". Stallingborough was part of a whole web of disputed parcels of land across northern England in the wake of the Norman sworded-earth tactics to subdue the unbowed Saxons of the Danelaw, and to discourage Ellafy's Scandinavian cousins from crossing the North Sea to ravage the Conquest. Renier had also held land in neighbouring Grimby, which had belonged to one Birker, but seems to have lost out to Otto of Bayeux, the king's notorious half-brother. Did both Saxons flee to join Hereward, to the South, or emigrate to Byzantium, I wondered.

Stallingborough was always good farming land and we discover that its value was deemed to have risen since 1066 from £4 to £7, making it liable for a tax of 20s. Ellafy had possessed one carucate of land and two bovates, taxable. This supported two and a half ploughs, half a mill worth 32d; and two salt-pans.

The *Allecto Historical Edition* of Domesday applies the latest photo-

graphic replication, and the best early medieval scholarship, to what is the first full-colour facsimile of Domesday, and will serve as the definitive copy for the public record for the foreseeable future.

On May 29 the Queen will be presented with a copy of the so-called "penny edition," bound with modern oak boards, and studded with colour William the Conqueror. This map, together with the Winchester 900 exhibition - sponsored by the *Sunday Times* and already drawing crowds to the great hall of the old Saxon capital - the beginning of the summer's pleasure of the great book's part in our history.

Erskine and his team regard the collection of facsimile sheets, maps, translations and indices, which make up the library edition, as a "scholar's Domesday kit" and even a cover price of £2,500 (until the end of this month, thereafter £3,000) may not be too high for libraries with bequests to spend, even possibly some school libraries.

It is not, Erskine emphasizes, a limited edition, but has been limited to 2,000 complete copies by the wear and tear on the plates, as at a certain point the image would break down. The photography alone on the project took eight months and each page was photographed full-size so that the separations could be transferred directly on to the plates for printing. The full-colour process - "continuous-tone" printing - reproduced every pen stroke, blot, and in the gutter - only now revealed by unbinding - the scribe's annotations and "sub-scribe" marks. The library edition is boxed, the loose folio leaves reproducing the vellum "gatherings", which were brought into the central scriptorium in Winchester for fine copying.

Allecto are splitting part of their main print run into separate county editions, which are priced at between £250 and £370, to fit a school's, or a specialist scholar's budget. The pack will include a 3ins-to-the-mile map, with Domesday place-names and special references over-printed, and valuable indices - the first time this valuable part of Domesday has been specially treated. As Erskine points out, even such obscure subjects as bee-keeping can now be studied easily.

Domesday is a matter of roots as well as taxes, and perhaps the celebration this summer will, in these confused times of international controls, encourage the descendants of those villagers in our lives. The presenters act as intermediaries between the public, and them, the experts, and bear witness to miracles. Bringing these divine events to our level means the occasional pieces of slapstick: walking through a car wash, being interviewed in bed with Hong Kong TV or getting into a dustbin with a stick of dynamite.

This makes TW the *Mastermind* of TV science, where what counts are the answers, not how they were reached or what they mean. In contrast, QED (BBC1, May 7 and 14) examining a less glossy piece of scientific work than the usual TV gadgetry, showed archaeologists and pathologists poking at an Iron Age corpse and invited you to consider their hypotheses on how "Pete Marsh" may have been and how he died. Electron microscopes and other post-iron Age tools helped, but most of it was judgement and skills that Pete himself might have acquired, had he not come to a sticky end some years ago.

Those not-too-shy creatures, the Durrells, are to be spotted on a Russian migration on Sunday evenings (Channel 4): Their earlier series, which showed how to study back-garden wildlife, was better, for the same reasons that QED is better than TW. I did warn, however, to the Soviet scientist who described Durrells as "horned toads as 'this werry interesting frog'". Suddenly, it was.

Robin Buss

THE FUTURE OF HISTORY? Mr. J.G. Blaker, Senior Staff Inspector, HMI, will speak on 'The Future of History in Primary and Secondary Schools: an HMI View', on 21st May at 2 p.m. in Southlands College, (York A), Roehampton Institute, Wimbledon Parkside, London SW19 5NN. This conference is open to all interested in the study and teaching of history and there will be an opportunity for informal discussion with Mr. Blaker.

Television Input vs output

In Germany, a School Leaving Certificate demanding qualifications in maths, German and a modern language, is a standard requirement for apprentices, and schools give greater emphasis to training for everyone in technical skills. This evidence, presented to the Channel Four Inquiry on Training for Industry (May 11) impressed the panel and produced a consensus on the need in this country to improve basic education and make schooling more relevant to working life. There was disagreement over the old questions of centralization and administrative reforms, and whether education needs a greater input of resources or, as Lord Young demanded, more output from teachers. And, while numeracy and literacy were high on everyone's list of priorities, no one even mentioned that other element in German basic education, a modern language. Languages are for foreigners.

Michael Barratt congratulated himself on London Decides (ITV, May 8) that his programme Reporting London (ITV, May 6) had been one of the few to concentrate on the ILEA elections (though a BBC2 special had also done this, in a very similar way, on April 25). Educational administration is a good television topic: politicians and other experts are always on tap. The main curriculum is another matter, but the programme on primary maths teaching that should have left many viewers feeling, as I did, that their education in the subject had been inadequate and for the first time realizing why this was so.

Too much teaching of facts, not enough understanding of concepts. On May 8, Tomorrow's World (BBC1) celebrated 21 years of science reporting. There was little to celebrate. The formula of a particular view of science, contained in our lives. The presenters act as intermediaries between the public, and them, the experts, and bear witness to miracles. Bringing these divine events to our level means the occasional pieces of slapstick: walking through a car wash, being interviewed in bed with Hong Kong TV or getting into a dustbin with a stick of dynamite.

But what a long day it is. Atlas's film lacks pace, an inexcusable lapse in any film but particularly so in one about dancers, and while backstage gossip has provided Hollywood with some of

Dance on 4
May 21 - June 25

First in the current crop of films on parade in Channel 4's dance season, broadcast every Wednesday over the next six weeks, is the fantasy documentary, *Hail the New Puritan*. Commissioned by Channel 4, with the best will in the world, it pairs two of the chicest names in dance - choreographer and dancer Michael Clark, icon of the post-punk generation and as familiar to the readers of *The Face* as those of *Dance and Dancers*, and Charles Atlas, formerly filmmaker in residence with the Merce Cunningham Dance Company, whose pioneering and provocative work in the Seventies underscored the unique relationship between dance and television. But the transition from Westbeth to Chisenhale isn't the flyaway success one had hoped for. Shot entirely on location in London, with extensive rehearsal and performance footage, *Hail the New Puritan* pays equal tribute to Clark at work and at play using the pretence of a day-in-the-life format.

But what a long day it is. Atlas's film lacks pace, an inexcusable lapse in any film but particularly so in one about dancers, and while backstage gossip has provided Hollywood with some of

Taking the stage

Extemporary Dance Theatre's latest extravaganza, *Pier Rides*, includes a five-minute section, performed by a youth dance group drawn from London Youth Dance Theatre, Artlink Youth Dance and the London Contemporary Dance School. At the Shaw Theatre recently, eight dancers in rainbow-bright dress aged from 16 to 23 burst on stage, leading an assured vitality to the carnival atmosphere of celebration conveyed by the Mike Westbrook Band's live music.

Such collaborations are not an integral part of Extemporary's policy, explained artistic director, Emilyn Claid. They began a year ago, and will expand during the autumn. Most places we visit - including residences at schools, colleges and workplaces - will involve youth dance. It's a chance for young dancers to work with professionals and to get performance experience.

Robin Buss

Conferences

THE FUTURE OF HISTORY?

Mr. J.G. Blaker, Senior Staff Inspector, HMI, will speak on 'The Future of History in Primary and Secondary Schools: an HMI View', on 21st May at 2 p.m. in Southlands College, (York A), Roehampton Institute, Wimbledon Parkside, London SW19 5NN. This conference is open to all interested in the study and teaching of history and there will be an opportunity for informal discussion with Mr. Blaker.

ARTS

Super success

Robin Buss on the forthcoming fest for Super-8

The Eleventh Hour: Super Eight. Channel 4, May 19.
Third International Super-8 Film Festival. Leicester, May 24-June 1.

It is 21 years since Super-8 came on the market: the ultimate home movie system, with automatic cameras and film loaded in cassette - the industry's bid for the mass market and its answer to expensive 16mm film stock and equipment, the instamatic of the movies. But Super-8 has proved to be so flexible and its range of applications so great that its fans are inclined to promote it with a missionary zeal that makes this programme in the *Eleventh Hour* sound like an extended commercial for the medium. And if you think the slot means a succession of avant-garde film-makers pointing the camera at their toenails, forget it.

The message is that the possibilities of Super-8 extend as far as the imagination of its users. Its inventors probably thought no further than Sandra's wedding or baby's first steps, but freelance reporter Guyenne Roberts sees it as the ideal medium for difficult news reporting. He took his "Micky Mouse" camera to Kurdistan, passing it easily through Syrian customs as typical tourist gear ("no one takes you seriously if you've got a Super-8 camera"), with no need to carry bulky film stock: you can buy the cassettes anywhere. Suzanne Shibolet uses it for nature films, popping the cassettes before the birds have finished mating or the rare deer have disappeared into the forest. As one contributor to the programme says, "portability is a big issue."

The beauty of Super-8 is that it blurs the distinction between "amateur" and "professional". The advantages that it was designed to offer the home-movie maker appeal equally to Alain Tanner, who incorporates Super-8 footage into his work, and David Jarman, who discovered it as an art student and now makes films that upset Mary Whitehouse and cause Alan Parker to accuse the BFI of misusing public money.

One fan of the medium follows another: Gabriel Garcia Marquez extols the qualities of *Super-8*, the Algerian Ahmed Zir announces that we are seeing the birth of amateur cinema, in Berlin Kurt Hoffmeister calls it "an education for the eyes", and Lewis Cooper, who uses it for animated films, says simply that it "makes movie-making accessible to people like me". It makes it available, too, to Bolivian peasants who have previously had no "visual memory" of their lives and to people in any country who cannot afford large cameras and expensive processing. In Britain, there are flourishing Super-8 clubs and specialized laboratories for processing and enlargement. It gives better results than video and, because it is made for the big screen, is a public medium at mass-market cost.

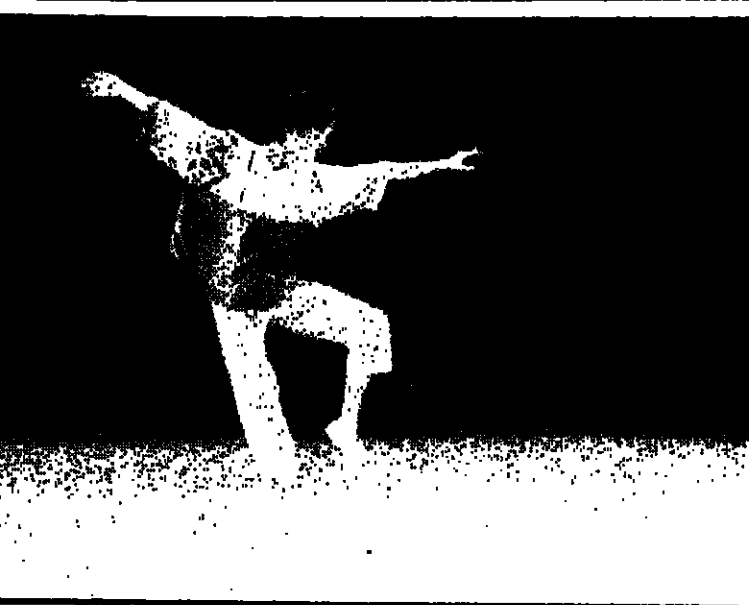
It has obvious attractions too, in an educational context. On May 30, as part of the Third International Super-8 Festival in Leicester, there is a programme of films made by children including one from Ploughfield Primary School in Devon. The festival, which will go on from June to August, has an impressive programme: international documentary, narrative, gay and lesbian film, music and animation.

"People don't make music now because they're not 'musicians'," evokes a mythical era of popular musicianship. It is true, however, that you don't need to be a movie mogul to make films - if that doesn't sound too much like an advertising slogan. The trouble with Super-8 is that the enthusiasm for it is liable to be infectious.

Robin Buss

ENDPAGE

Further reviews on history, dance and art: page 38.



Long day's journey

Madeleine Nicklin previews Channel 4's new dance series

Its choicest moments, here concern for dialogue has been completely bypassed. *Hail the New Puritan* is as floridly romantic as *The Red Shoes* in its idolatry of its subject, but despite the scenes of gay love-making and drug-taking - Clark has never been reticent about his personal life - the film hasn't the outrageous vision which marked its predecessor and which made it so memorable. It only really takes off in the early rehearsal sequences where Atlas has captured the feel of the studio - no mean feat - and the camaraderie of some of the country's best dancers at work.

Two other British companies on tap are Janet Smith & Dancers, a middle-of-the-road troupe who are to dance what "easy listening" is to music, and Ballet Rambert. The Rambert double-bill coincides with the company's Diamond Jubilee season at Sadler's Wells and features Christopher Bruce's *Intimate Pages* and *Lovely Town*, *Lovely Street* by recently-departed artistic director Robert North, and, doing what they do best, a duet for Bill Jones and Arnie Zane. The season concludes on a visibly unusual note with the mating of classical Indian dance as performed by Raja and Radha Reddy and high tech studio facilities and computer graphics.

The penultimate slot of the season is filled by a triple-bill from America which provides an easy lesson in the diversity of the post-modernist scene featuring the work of minimalist Trisha Brown, two extracts from Charles Atlas's new film, *From an Island Summer*, with the gloriously anarchic Karole Armitage, and, doing what they do best, a duet for Bill Jones and Arnie Zane. The season concludes on a visibly unusual note with the mating of classical Indian dance as performed by Raja and Radha Reddy and high tech studio facilities and computer graphics.

Above: Janet Smith



sure. Having to create a piece in a very short time, then fit it into an already structured programme, is quite a challenge.

For three weeks, the eight dancers had worked with LYDT's director, Hilary Ball, alongside Extemporary's Outreach Coordinator, Maggie Semple, developing their own movement ideas from material suggested by the piece. For Ikin Shyllon, 19-year-old student at the Laban Centre, it meant a full day's study at college before dashing to take part in the evening show. It was the first time that Tim Taylor had worked in a theatre with professional dancers. Recently spending a year at The Place after three years at Middlesex Polytechnic, he found the discipline of working intensively a rewarding experience. Girls rearing their heads in the studio for 19-year-old Lorna Rowe, now attached to Artlink in the Woolwich Dockyards. For the youngest member

of the group, 16-year-old Vicki Constatino, the experience had been a strengthening one, enabling her to overcome initial performance fears. She'd received her dance education at North Westminster Community School, and was about to start training at The Place.

Founded by GLAA, the Arts Council, the Gulbenkian Foundation, various trusts and London boroughs, the Pier Rides youth project had begun with different groups while the company was based at Swindon and Bracknell, and will be repeated at Brighton Polytechnic as part of the Brighton Festival tomorrow. Meanwhile at Newcastle Polytechnic, first year students on the Creative Arts Course are on a month-long project initiated by Extemporary's Dance in Education team, to be taken into a psychiatric hospital.

Norma Cohen

ARTS

Chivalric collision

The Two Noble Kinsmen
RSC at the Swan Theatre, Stratford-upon-Avon
The Winter's Tale
RSC Stratford-upon-Avon

The ideal play with which to launch the new Swan Theatre would be a Shakespeare text never previously performed by the RSC, written in collaboration with one of the Jacobean writers whose work will be the building's staple diet, anticipating unfamiliar aspects of later 17th-century theatrical taste, and a rattling good evening's entertainment into the bargain. *The Two Noble Kinsmen* triumphantly meets the first three of these conditions, and, in Barry Kyle's production, goes a long way towards the fourth. This is Shakespeare writing in collaboration with John Fletcher (Francis Beaumont's better half) and taking for their joint subject the story of Chaucer's *Knights Tale*. The result is a tragedy-comedy, with a Morris-dancing subplot, which addresses itself to the central issue of 17th-century heroic drama: the conflict between love and duty. Palamon and Arcite, the "kinsmen" are knights who fall for the same girl. Their chivalric duty to each other and their courtly passion for Emilia are brought into headlong and fatal collision.

The unfamiliar assumptions of such formalized drama are not, of course,

easy for modern audiences to grasp. Barry Kyle's ingenious answer is to encase the play in a set of alien conventions which we do recognize and respect. The Athenian court of Duke Theseus here becomes Kyoto. The Kinsmen are samurai warriors; the dress, manners and stage effects derive (loosely) from Japanese Kabuki theatre. At times this Japanese material gets a little cumbersome, and in the subplot (there being no suitable Oriental equivalent for *The Cloggies*) it is quietly abandoned. But it does solve a number of problems. The chilly austerity of Theseus, the submissiveness of the women, and the suggestion of battles on a constricted open stage are all neatly and convincingly supplied.

This bold search for an appropriate style, and the dedication to clarity of narrative, produce a performance which, impressively, makes this heterogeneous text feel coherent. Imogen Stubbs does her energetic best to make sense of the Gaoles' Daughter, and the Morris dancers perform their fertility ritual with an explicitness which would warm the cockles of an anthropologist's heart. At the same time, it must be said, the play seems rather slight. Gerard Murphy and Hugh Quarshie, as Palamon and Arcite, are athletic, thoughtful and striking. But if *The Two Noble Kinsmen* is to be more than just a chapter of painful accidents, there must be a sense of deep

and significant relationship between them. This they have not yet achieved. In the main Stratford auditorium another and better known Late Play, *The Winter's Tale*, is being valiantly mismanaged. Terry Hands has taken a small technical problem and elevated it into a dominating motif. The tricky stage direction "Exit, pursued by a bear" haunts the whole play, with a gigantic bearskin rug on the floor of Leontes's palace and a smaller version of the same fur turning up in Bohemia as Autolycus's winter coat.

The thematic excuse for this eccentric decision is presumably the Clown's observation in 4.4 that "authority be a stubborn bear". Jeremy Irons's Leontes is played as a nursery tyrant, a fractious child whose regal power is merely an opportunity for the display of ursine bad temper. The consequence, oddly, is that Leontes seems less disturbing than he usually does as a jealous adult. The other emotions of the play are given a similar, soap-operatic largeness and the extravagant *mise-en-scène* has the unfortunate effect of making the "magic" of Hermione's awakening seem trivial. The Swan Theatre, with its open Jacobean stage, is a marvellous asset. It would be a pity if its arrival drove the main proscenium-arch stage into a career of thoughtless spectacle.

Nicholas Shrimpton

The foyer of the Royal Festival Hall has been taken over by a massive exhibition of work by students from the newly-founded London Institute. A curious silence has surrounded the event, considering the fact that this is the Institute's first public manifestation.

The exhibition is similar to a degree show, only rather more heterogeneous. The painting section is drab, although there are, as always, exceptions to prove the rule, like "The Sheep Skin Hanging" by Jane Ralson (Camberwell). Joanna Stockham's "Little Boy" (Chelsea) consists of a myriad paper-chain fingerbread items, fastened up

A concern with pollution at all levels is manifest in "Untitled" by Derek Walker (Camberwell), and by Russell Lamb's "Reality of a Cow" (Chelsea). The gruesomeness of these pieces, aspects of empty rhetoric. The standard of graphic art, however, is uniformly high.

Sandra Miller

Hot shot

"Thermos", a hot-tempered virago with flame-coloured hair, threatens to melt the polar ice-caps and destroy the world. James Devar, Count von Rumford and James Devar are summoned to bring her and her army of molecules under control. The *Thermos Factor*, performed by pupils from the Marshland Middle School in Doncaster, and written by their English and drama teacher, Walter Cook, was the winning entry in this year's Science, Technology and Drama Competition for Schools, held in the Sherman Theatre, Cardiff last month. Its witty dialogue and cleverly devised plot effectively illustrated some basic scientific facts about the movement of heat.

The competition, which has been held in South Wales for the last five years, was launched as a national event this year by the British Association, with financial support from Lloyds Bank. Each entry consisted of a theatrical presentation, devised by the participants, which illustrated a scientific or technological concept, an episode from the history of science, technology or engineering, or an aspect of the social consequences of science and technology.

The event was the inspiration of John Beeston, professor of science education at University College, Cardiff, who worked closely with Charles Taylor, professor of physics, and Geoffrey Alexander, director of the theatre, to find ways in which traditional science/arts barriers could be lifted.

Since it opened in 1973, the Sherman Theatre has provided an important focus for events linking science and drama in ways that have gone far beyond merely using the platform and auditorium as a lecture theatre. The competition, in turn, has provided opportunities for cross-curriculum activities, forging valuable links between departments that previously had little contact.

Next year the British Association hopes to extend it to schools in Surrey, Middlesex, north-east London, Glasgow and Manchester.

Mary Cruickshank

Next week

Reference books: a special series of reviews of language and science dictionaries, atlases and books.

ARTS

Low voltage Brecht

Baal. By Bertolt Brecht.
Almeida Theatre.
Troilus and Cressida. By William Shakespeare.
Barbican Theatre.
A Midsummer Night's Dream. By William Shakespeare.
The Young Vic.

Baal was written in 1918 when Brecht was only 20 years old. Its eponymous hero, like its author, is a young poet drunk with words, obsessed with his own ambivalent sexual attraction, ruthlessly exploiting all who cross his path, determined to shock. Considerably rewritten for its first production in 1922, it remains overwritten: full of empty rhetoric, bombast and sexual fantasies scatologically expressed. It is also charged with a furious energy, something drawn out of the frenetic welter of Berlin in the 'Twenties immortalized in George Grosz's angry drawings of ugly bull-necked financiers pawing tubercular whores in seedy cabarets while the wounded of the First World War look on.

Nancy Meckler's assured direction releases this energy so that it carries the play and holds the audience's attention to the end. This is no mean feat considering the repetitious wordiness of the piece and the loss of its power to shock with the passing of the years. Leicester Haymarket's Studio Company of seven actors play it to the hilt, doubling, trebling, even septupling with unselfish devotion. Bukl Armstrong makes a memorably innocent Johann cynically seduced by Baal; Stephen Jameson cleverly doubles financier Mech and Baal's homosexual lover Ekart; Michael Bray's Baal is most convincing in decline, and Alexandra Mathie's passionate Emily (among other parts) confirms the impression she made as Portia - a very good actress. Paul Bull's sound hauntingly evokes Germany 1918-1925 and Stephanie Howard's design - a rusted bandstand peopled with mannequins - perfectly serves the play.

At the Almeida, Ralph Kautal's design for *Troilus and Cressida*, the ruin of a great house - is most effective in telling the image of the impending fall of Troy. But as the play unfolds, shifting between the opposing armies, the setting limits the imagination, confines the

action and dulls interest. In Sekacz's pastiche period piano music with repetition and Jeffrey B. Shaw's "lighting concept" casts deep shadows over the actors' faces. Set in the period of the Crimean War (though Agamemnon uses a field telephone and the Officers' Mess has a cylinder gramophone) Liz Costello costumes helpfully distinguish Trojans from Trojans. Howard Davies' direction gives actors licence to use military-type voices denoting pomposity and officer class, and encourages yelling non-stop. Trumpet-tongued Cressida (Juliet Stevenson playing against the lines) bellowing stunts into submission by Clytemnestra (Clytemnestra) is a blubbery, slow-witted body for nothing. And it is a measure of the production that a *Troilus and Cressida* (Alun Armstrong) steals every scene in which he appears. Mark Dymally (Nestor) deserves praise, but acting honours go to Anton Lawton (Troilus): passionate, true, entirely believable.

The same can be said of Richard Garmett's accomplished Lysander in *A Midsummer Night's Dream*. The costumes are late-Victorian; the o-muttion sleeves for Hermia and Helena who sport ties and buns. Though what a black-leather stunner, Puck is doing in a *fin-de-siècle* Arcadia is puzzling.

A scratching fiddle denotes the presence of Titania's unseen train whose several speeches are reported to by Puck and Bottom of the old radio comedian's principle of "What did Horace say, Winnie?" Mime and follow-spots help but such expediency results in loss of magic. That element comes from Paul Denby's lighting of Sheelagh Keegan/Jessica Bonetti's lightbulb setting: upper and lower worlds backed by stars and moons.

The lovers' scenes come off best winning a quick, sympathetic response from a packed school audience and Black Joy Richardson's dark-spoken, spirited Hermia quickly checked a titter at Lysander's "Why your cheek so pale?" Dominic Leno nicely doubles stuffy Philostrate and raver Puck in a production well worth seeing.

John James

Royal move

The Royal Court Young People's Theatre has a new workshop space. 309 Portobello Road is far indeed from the Sloane Square Theatre where the Activists youth theatre productions will still be presented, but the new location provides the administrative team - augmented to five - with the chance to build a relationship with a particular community. Mark Holmes, schools and community liaison officer (a Gurdian funded post), is already at work on this. Besides school-based work and writers' workshops there will be a public manifestation of this on June 21 when Caribbean Street Theatre will erupt into the local shopping area.

Elyse Dodgson, author of the acclaimed *Motherland*, is the new director of the RCYPPT. She will direct the Activists in *Women and Stars*, a newly devised piece about black women's liberation in the USA, at the Theatre Upstairs between August 15 and 16. The annual Rank Xerox/Court Young Writers' Festival will take place there in the Autumn.

Handi Kureishi, author of *My Beautiful Laundrette*, performed his residence at RCYPPT. His opening ceremony expressed the hope that the young people would "make trouble, be pleasure and be serious" in their theatre activities.

Heather Neil

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Arnold Junior Maths
By Gillian Hatch
Stage 1 Evaluation Pack £30; Stage 2
Evaluation Pack £35; Stage 3 Evaluation
Pack £35; Stage 4 Evaluation Pack
£35. Each pack contains 1 teacher's
book; 1 core pupil's book; 1 workbook
(Stages 1 and 2 only); plus samples of
spotters and worksheets.

Arnold-Wheaton, E J Arnold & Son,
Parkside Lane, Dewsbury Road,
Leeds LS11 5TD.
The trouble with children is that they
don't learn in neat, tidy, logical,
hierarchical stages. Their understanding
leaps about, missing out bits and
pieces which they fill in later. They
select their own sense of the extraor-
dinary jumps of curriculum that we
hand them - but they don't necessarily
take from it what we think they do.

Now, the trouble with maths
schemes is that they do hand out leaps
of maths curriculum in neat, tidy,
logical, hierarchical stages. We, as
teachers, like it this way, because we
like to think this is what children need.
Actually, we need it, because it makes
life simpler. The children need some-
thing quite different.

Children need teachers who will
listen to them talking about their
mathematical ideas, who can ask ques-
tions and pose problems without sug-
gesting the answers, who have some
understanding of the range of mathe-
matical ideas within which the child is
operating. Teachers, of course, need
help with this, especially with the
mathematical background, and with
how to present problems.

There are now an increasing number
of publications that do help. Gillian

Hatch has produced some splendid
collections of investigations for pri-
mary children of all ages, called *Jump To It*,
Leap To It, and *Bounce To It*, all
available from Manchester Poly-
technic. *Arnold Junior Maths* does not
help, and this is a surprise, because
Gillian Hatch was the coordinating
author.

In the introductory notes I read that
Arnold Junior Maths consists of four
stages "which correspond approxi-
mately to the four years of junior
education". It also "embodies all the
main recommendations of the Cock-
croft Report". At once I became
suspicious - aren't these two state-
ments contradictory? What about
Cockcroft's seven-year difference at
age 11? How can Stage 4 of *AJM* cater
for those functioning at age seven?

Each stage has reinforcement mat-
erial ("some children need extra prac-
tice to make skills secure") and exten-
sion material ("some need more chal-
lenging or open-ended tasks"). In
other words, you only get to the fun,
open-ended extension work (and some
of it is excellent) if you can cope well
with the core book. The core book and
the reinforcement material is pre-
sented in a fun way sometimes, but it
isn't open-ended.

How can we expect children to think
mathematically, if we don't pose them
open problems? *Arnold Junior Maths*
gives the message that only the top
quarter of a class is expected to
develop mathematical thinking pro-
cesses like hypothesizing, generaliz-
ing, testing, formulating new hypoth-
eses, and so on. I don't feel this is the
spirit of the Cockcroft Report, and it
certainly isn't my experience. Low
attainers enjoy tackling problems, and

Sheila Ebbutt
reviews a new
junior maths
scheme

gain far more from them than from
answer-directed questions, because
they have to organize their thoughts.

One of the crucial questions is how
you present maths to children. *Arnold
Junior Maths* does suggest intro-
ductory lessons and explanations that
the teacher might make, but these are very
brief. The introduction emphasizes
"discussion" and the importance of the
children "expressing verbally" and
"talking through" but there is no
specific guidance. We are told "some
oral and concrete work should precede
this. . . . What does discussion mean?
The teacher telling the children?
The teacher barking questions at the
children?"

Teachers need good mathematical
teaching models - perhaps money
would be better spent on a set of videos
(like the Open University *Developing
Mathematical Thinking*) than on a
maths scheme. I've a horrible feeling
that teachers using this scheme won't
know what to do as an introduction,
except to teach the pages, or talk
children through them, or, worst of all,
just give them the pages to do without
any introduction.

I suppose publishers must sell
books, and hence they want to make
the children's materials as indispens-
able a part of a scheme as possible.
Arnold have done this, with a compli-

cated system of core material, rein-
forcement and extension sheet and
cards, which makes a flexible use of the
scheme very difficult. Cockcroft says:
"It is always necessary to use any
textbook with discrimination". "It
should not be expected that any text-
book, however good, can provide a
complete course or meet the needs of
all children." I can use the Nuffield,
Fletcher and Macmillan teachers' books
to help me plan my lessons, but the
AJM teachers' book is the pupils'
book with brief annotations for the
teacher.

The scheme is workbook, worksheet
and workcard-oriented - that is, the
emphasis is on recording. A very small
range of equipment is needed, and the
use of it is not described in detail. For
instance, in Stage 1, place value is dealt
with surprisingly formally. Seven to
eight years is a crucial age for the
practical development of the concepts
of place value. Children need a wide
range of experiences of grouping
things in different ways. Schemes are
notoriously bad at covering this well,
and only Nuffield and Macmillan use
grouping in bases other than ten.
Here, in *AJM*, we have the suggestion
that bundling straws in tens would be
helpful; then, roses to the grindstone,
back to the paper and pencil!

Where's the Cockcroft bit about
"Practical work is essential throughout
the primary years . . ." It's all a
question of interpretation, and that's
the problem. It seems that the Cock-
croft Report can be used to mean what
you want. It depends whether you read
between the lines, as well as the lines
themselves.

AJM have noted that mental maths
is important, and there are pages in the

pupils' books asking children to do
calculations in their heads, which is a
useful emphasis. They have also noted
the need for the use of the calculator,
and in Stages 3 and 4 (why not 1 and 2
as well?) there are sections on the use
of the calculator, and these could be
used on their own. They could also be
used with the sections on Patterns in
Number, which encourage the use of
the calculator, and which do have
some interesting tasks. However, the
children have then to put their calcula-
tors away and learn to do long multi-
plication using the standard formal
algorithm. I look forward to the re-
search from Homerton College on the
effect of the calculator on the primary
maths curriculum (see Extra page 53).

Maybe many maths schemes will have
to be revised as a consequence.
How does all this maths relate to the
real world? Primary schools that are
concerned to integrate children's
learning, to make the maths a relevant
and useful part of the rest of the
curriculum, are not going to find any
help in this scheme. This is very much
maths as a timetable, separate activity.
Furthermore, the world in this
scheme is not my world: in the Stage 1
core book, I counted 73 pictures of
males and 25 pictures of females, and
only two of all these were black. I was
told "Mummy makes cakes" and "Pro-
fessor Brain" made inventions.

These are hidden messages that are
not necessary, they do not help girls to
build up a positive attitude to maths,
and the publishers ought to know
better. The Cockcroft Report, in
Appendix 2, gives very clear guidance
to publishers, as well as to authors and
teachers, about the reinforcement of
stereotypes.

Master
of science

Science Master Pack
A M Dempsey, D J Gardner and V
Slaughter
Price £25
Edward Arnold, 41 Bedford Square,
London WC1B 3DQ.

This is a pack of 40 blackline masters
aimed at science pupils of average and
above average ability in the first to
third year of secondary schools. They
may also be of use for revision by older
pupils.

Each sheet is headed by a number of
questions which serve as the basis

for a set of questions graded in order of
difficulty. A teacher's guide gives a
brief introduction to the pack, a con-
tents list, and answers to all questions.
The masters may be reproduced in any
way within the purchasing institution.
The sheets are equally divided be-
tween Physics, Biology and Chemistry
at levels which appear appropriate to
the target audience.

The *Master Pack* provides a useful
resource. The questions are clearly
and simply worded; they are graded so
that the early ones are extremely basic
while those at the end of each sheet will
be found quite demanding. There is an
error, however, in the length of the
lines to be measured as one of the
questions on the "measuring" sheet.
They were all 5 per cent below the
stated length, a fault probably related
to the photographic enlargement of
the text.

Alan Vincent

notes

MATHS WORKCARDS
This pack of workcards is available for
the O series of the SMP 11-16 maths
courses. Resources Pack A costs £9.95
plus postage.

PROMPTS
In our review of "Prompt 3" (Resources/
Software May 2) we gave Capital Media
as a source for this program. "Prompt
3" can be obtained nationally from BHM,
Wolverhampton Road, Kidderminster,
Worcs DY10 3PP. It costs £7 for disc and
documentation (the disc is freely
copyable); £2 for documentation
alone.

Delivering the goods

Richard Evans on a training manual to help
teachers develop courses

The Staff Development Manual
Volume 1: Delivering the Curriculum
By Sue Carroll and Patricia McQuade
Price £28.50 + p&p
Framework Press, St Leonards House,
St Leonards Gate, Lancaster LA1.

Curriculum-led staff development
offers an approach towards in-service
training that can provide positive
opportunities for curriculum develop-
ment, the implementation of curricu-
lum change and the development of
good classroom practice. The *Staff
Development Manual* assists teachers
with vocational preparation courses.

The contents of the manual have
been successfully tried and tested on
vocational preparation courses and in
staff development programmes. The
significance of the manual is that "staff
can identify and develop the most
appropriate responses to their own
situation".

course - selection, induction, the main
content and transition".

The manual is in four sections which
take the user through curriculum
course design, selection and induction
of students, the curriculum in action
and the progression of students. To
some this may seem intimidating, and
they may find the thoroughness, the
detail and the activities daunting. This,
however, is the strength of its
approach - getting staff to look in
detail at the basic steps needed to
develop courses.

Having explained the RSA certifi-
cate for vocational preparation tutors,
and related the criteria to the chapters
as a basis for suggested tasks, the first
section attempts to enable teachers to
identify their own strengths and weak-
nesses and define the skills and expe-
rience they would need to develop. The
first exercise involves skill recognition
and self-assessment that one would
usually expect students to participate
in - only these are for teachers. The
real look at evaluating course effec-
tiveness and how to plan a course
meeting some of the needs of the local
community.

Finally, section four looks at ways
young people may progress from these
courses, and at the evaluation of work
experience and the writing of referen-
ces. This is a very helpful manual
which could significantly alter the
approach of teachers and lecturers in
the better provision of courses and

Section two helps to identify the
plethora of educational and training
opportunities for the 16 to 19s in
school, college and the Youth Training
Scheme. An interesting exercise on
Interviewing soon as "negotiation in
practice" covers in detail the necessary
skills that are easily ignored, such as
being clear about the purpose of the
interview. Group work and writing a
diagnostic assignment and managing
classroom problems are also included.

Section three begins with the job of
the tutor and a recognition that he/she
is involved in complex, demanding,
sometimes stressful relationships.
Teaching strategies, integration and
the use of practical activities and
personal experience highlight central
parts of course organization and imple-
mentation.

SPORT

No charades, please

A national strategy for physical education is needed, says Allen Wade

Perhaps a silent majority of the present generation of physical educationists have shared my alarm and anger at the confidence trick which has been practised, in our names, in schools. Physical education in practice (as different from Physical Education in the subject) in any relevant and meaningful sense, is heading for extinction in the nation's primary schools. Its curriculum status may be only marginally more assured in secondary schools.

Decline has been evident for most of two decades. Inspectors of one genre or another, accountable for monitoring the position, have persuaded the public (is tricked too strong a word?) that while all is by no means perfect, things are not too bad. In other words the patient's condition may be terminal but not too serious. While much more serious problems are facing education than what the public may see as mere fun and games, the problems are the same. The greater part of the education given to the majority of our children is irrelevant to their needs and to the needs of the society to which they are expected to contribute.



In boys' physical education, the causes of decline have been obvious and the effects predictable... to those who wanted to see.

Forty years ago male teachers predominated in our primary schools. Many came to teaching mature, considerably experienced, and considerably often, towards the end of their careers. They were, in general, active even sport oriented like teachers. What they lacked in academic distinction and depth of training, they made up for in enthusiasm, and in their commitment to teaching children.

Intensively trained in the fundamental skills of teaching, advised by "specialists" to whom inspiration and teaching skills came before all else, these mature "new" teachers distilled a great deal of practical commonsense out of their experience and even out of such unlikely curriculum guides as "Moving and Growing" and "Planning the Programme".

Forty years on, teaching in primary schools is almost an exclusively female domain. Most have chosen to teach following classroom-based academic success. Few have experienced success and satisfaction in sport-related activities; consequently, most are unlikely to teach physical education with confidence or enthusiasm, if at all.

The flood-tide entry into teaching in the early 1970s found trainee institutions stretched far beyond their capabilities. It concluded a near-perfect formula for the demise of primary physical education. Secondary physical education declined less perceptibly.

Until the early 1960s, specialist physical education colleges selected students on proven interest in activities associated with physical education. Most had two or more years' experience in national service. The more prestigious institutions were able to select their intakes not only on proven ability in sport and interest in physical education, but also on relatively high academic attainment.

Suddenly, high academic attainment became the main selection criterion.

physical education became mainly a subject for study. Practical skills diminished in importance as did the leadership qualities so necessary in inspirational teaching. The alliances formed with the universities or polytechnics necessitated, apparently, a state of grace known as academic credibility to which all subjects had to conform.

Physical Education was fragmented into anything but physical education. "Human Movement Studies", "Sports Studies", "Sports Sciences" are examples of the proliferation of the new subject and departmental titles which occurred. In some cases the changes were justified, in others they were not. They fooled very few.

In education, as in economics, market forces should be reckoned with. In the education market-place it is still a matter of take it or leave it. The institutions produce what suits them. Very rarely do they ask the real customers, children, parents, even schools, what they need and want. So what is to be done?

First, there must be unequivocal agreement that the situation merits serious consideration. Such is the density of the smoke-screen which has been put up that only a Royal Commission is likely to effect penetration. The Commission's terms of reference must be broad enough to encompass the relationships between physical education, physical recreation, and sport. They must be closely integrated. Bureaucratic and administrative obstructionism... yes, and academic protectionism... must be eliminated. Meaningful strategies for physical education, physical recreation and sport are not possible without sweeping changes in their administration.

Education itself should not be seen as a barrier to progress.

Failure to do so is likely to aggravate already ominous social problems. A unified national strategy for physical education, physical recreation and sport would not solve the problems referred to but it could alleviate them. In physical education, esoteric, vaguely worded aims and objectives must give way to attainable aims and measurable objectives.

A completely integrated national syllabus for all schools will be absolutely central to the success of any strategy for physical education. This is our only way of explaining to the nation what we are trying to do. It is the only way by which we and they can know whether we are succeeding or failing. If we don't know what we set out to achieve, we have no rational basis for change. If we have learned nothing more from the last 40 years surely we have learned that?

Existing specialist departments have argued convincingly to persuade us that they are not solely responsible for their own affairs. Physical culture, in its constituent parts, requires special theoretical and practical provision beyond the capabilities of existing specialist departments. The answer lies in the setting up of a purpose-designed United Kingdom Institute for Physical Culture. This Institute would embrace physical education, physical recreation and sport and meet their special requirements.

To paraphrase Dr Don Anthony, a man who knows more about this subject than most and whose advice is freely available but rarely sought, "A strategy is about decisions. It cannot be pragmatic. Physical culture is pragmatic. It is a charade. The question is 'Are we prepared to reject the intellectual strait-jacket which Physical Education the subject has become? Are we capable of finding the will to take action to bring about the major philosophical and practical changes needed?'"

Change has been needed for more than a quarter of a century. The time for elegant posturing and academic debate is long gone.

Allen Wade is national director of the National Institute for Physical Education.

Peaks and troughs

The Great Climbing Adventure. By John Barry. Oxford Illustrated Press £8.95. Bicycles up Kilimanjaro. By Richard and Nicholas Crane. Oxford Illustrated Press £9.95.

"The code of the warrior is at the heart of the mountaineer", says John Barry in his entertaining climbing autobiography. Having spent 16 years in the Royal Marines, mostly in the elite Mountain and Arctic Warfare unit, he is in a good position to judge. Certainly, this record is full of such military terms as victory, defeat, and failure. But Barry is no conventional soldier, because what comes over most strongly is his engaging iconoclasm, his refusal to accept the shibboleths of mountaineering without scrutiny.

This is perhaps best illustrated in his relationship with the late Pete Boardman, leader of the expedition to Gauri Shankar on which Barry nearly lost his life. Boardman's account in *Sacred Summit* (which typically Barry claims not to have read) is something of a classic of sensitivity in the face of the after all, rather odd business of affluent Westerners voluntarily risking their lives on Eastern peaks. Yet there is something a bit po-faced about this soul-searching. He consistently refers to Boardman here as "The Great Man" and if the tone is sardonic, there is a wealth of affection mixed in with it. This complex and original man most reveals himself after his near-fatal accident. Left behind while the others press on for the summit, Barry fears they have all perished. When they are safely reunited after the successful ascent, Boardman tells him the only thing wrong was that he wasn't there with them. Barry says simply "I couldn't answer". The emotion is as characteristic as the inability to express it. He and Boardman must have made

at that night the air of a schoolboy whizzer. Their story is full of loveable weakness, as calamity after calamity is faced and overcome. Arriving at the base of the mountain, they discover that there is an official ban on sliding push-bikes in the National Park. But a couple of hours of the Crane blarney and the local in-charge is won over. The expedition had the serious purpose of raising funds for intermediate technology. The Cranes wanted to do "something original, using low technology means, in a third world country". And, they add, to have fun. Reaching the summit on New Year's Day 1985 - the year, above all else, of Band Aid - they look less like self-indulgent mad-caps than pioneers of a new consciousness of our responsibilities to the developing world. Their expedition has paid for two wind-pumps in Northern Kenya. This book deserves to provide the funds for many more.

Alan C McLean



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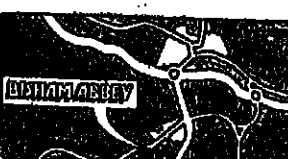
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SPORT

Sporting challenge

Norman Mortimer reports on Standard Grade PE

When the Munn report was first published in Scotland almost a decade ago, Physical Education was given a renewed status as one of the "core" subjects to be taught to all S3 and S4 pupils.

With the introduction of new Standard Grade courses, the Scottish equivalent of GCSE, as a direct result of the restructured curriculum brought about by the Munn report and the Dunning report which examined evaluation and assessment, we are now in the enviable position of finding a Physical Education input in no less than five new initiatives.

By adopting a "mode and course" objective whereby separate courses can stand alone from the overall curriculum yet be fitted into the formal curriculum in a holistic way, Physical Education can be found in various forms as a separate discipline in its own right (Standard Grade PE), as a scientific study within the multi-disciplinary Health Studies course, and as a single cognate course within the cluster of courses comprising Creative and Aesthetic studies.

While all these things are important for job security, it is the elective course in Physical Education that offers the most in terms of the professional development of our subject. Significantly, it heralds the entry of Physical Education into the national system of external examinations and provides the machinery to produce a nationally agreed syllabus and system of assessment.

Back in 1983, many schools started to experiment with "option" PE courses and by 1984 official pilot schools had been appointed with a view to presenting pupils for the first Standard Grade examination in May 1986. Alas, the unfortunately severe industrial situation in Scotland curbed course development and all the pilot schools withdrew their services. As a result, much of the superb work that was coming out of PE departments was "put on ice" and a working model of a possible course structure

was produced by the few remaining members of the Joint Working Party.

The course will be a certificated, elective, two-year Standard Grade course in Physical Education at Foundation, General and Credit levels, with Physical Education being identified as "the processes through which pupils are engaged in a diversity and richness of learning experiences which are intended to contribute to their physical, intellectual, social, emotional and moral development". As this was only the introduction, I think that the JWP were very prudent to recommend in-service training for teachers who will be expected to teach the course!

As we all know, no two schools have the same facilities both in terms of staff expertise and physical environment and as such it was felt unfair to offer too rigid a course structure that might preclude schools without a swimming pool, for example, to offer the elective course. For this purpose, the following course structure has been suggested:

"The course will consist of a series of components. The number and duration of each component may vary, but the following requirements must be met:

The course will contain five components; The teaching time for any one component will be a minimum of 20 hours with a maximum of 50 hours; The total time required for the course will be 160 hours."

Activities are grouped under specific categories: (a) gymnastics; (b) dance; (c) water-based activities; (d) outdoor pursuits; (e) individual activities; directly competitive; (f) individual activities; indirectly competitive; (g) games; (h) thematic study.

The sports that would be specified in each group might be: (a) modern Olympic and rhythmic; (b) modern and ethnic; (c) swimming, personal survival, life-saving, synchronized swimming, sailing, canoeing, board sailing; (d) orienteering, hillwalking,

rock climbing, skiing; (e) badminton, squash, table tennis, fencing, lawn tennis; (f) archery, trampolining, athletics, cross country running, golf; (g) basketball, volleyball, handball, netball, hockey, lacrosse, Association football, rugby football, shinty (which is very popular in the North of Scotland), cricket, softball and rounders.

Assessment will concentrate on the elements of practical performance, knowledge and understanding of the subject, as well as critical evaluation; all areas will contribute to the final certification.

In all assessable areas, Grade Related Criteria (GRC) which are descriptions of the performances in key subject areas against which the pupil's positive performance is measured. The GRC allow a pupil to be assessed by his own achievement of predetermined standards and not in relation to any other pupil in the class.

There are two different GRC used in Standard Grade: Summary GRC which describe the minimum standard which might be reasonably expected from candidates at a specific grade and Extended GRC which describe performance in each of the learning outcomes and allow the teacher to direct the learning process to achieve the assessment attainment levels.

As an academic exercise, sitting down and preparing extended GRC must be on a par with doing *The Times* crossword with only half the clues. In practice, I suspect that implementing them in a gymnasium situation might prove even harder.

It is all too easy to pour scorn on any new idea, but I think the Scottish Examination Board has made good use of the spadework that was done prior to the present dispute. The course is there for those who wish to use it and I am sure that if and when circumstances return to normal, Standard Grade Physical Education will prove to be a course that will combine both academic standards and physical activity.

Solitary pastime

The Great Walking Adventure. By Hamish Brown. Oxford Illustrated Press £8.95. 0 946009 12 8.

"Walking is a dangerous pastime: it opens up avenues to all kinds of questionings". All the same, Hamish Brown manages to avoid the screeches and pitfalls of so much recent climbing and travel writing, much of it heavy on philosophy, thin on actual travel.

His little alone - compare Peter Boardman's *Sacred Summit* - gives a fair flavour of his his comings and goings and his lasting ability to be surprised by life rather than his own thoughts. For years now, Brown has spent the bulk of his time walking and writing about walking in some of the wilder reaches of a shrinking planet.

The book found its inspiration on a high pass in the Moroccan Atlas, but begins with a veer back to more

familiar ground. Brown has the Scotsman's inbuilt sense of national gravity. As a young child, his family walked the ash-slopes of Mt Fuji and were chased down the Malaysian peninsula by the invading Japanese, making their way back home by way of South Africa.

Scotland was to be the hub of all his later adventures. For those who like to think of Britain's surviving countryside and hill-land as a kind of sealed-up Peckham Rye, Brown demonstrates that in his homeland - not 100 miles that in his home - there are as mysterious as any in the Hindu Kush. (Look at the book's picture section with a blind eye to the captions and it's doubly, startlingly, difficult to differentiate between near and far.)

Though we don't give our mountains personality and prefer them reduced to picture postcard scale, they do have their place in a very ancient national

history - battle sites, silver mines, barrows and cairns - missed from the narrow vantage of a car window. Brown's "local" journeys - including the "Ultimate Challenge" of a coast-to-coast crossing of Scotland - are just as dramatic as those described here in Corsica, Peru, Morocco and India.

In an age dominated by motor transport - and recently obsessed with the rigours of marathon running - walking can seem comfortably tame, especially when recent examples, like Ian Botham's controversial north-south Leukaemia march, have taken on the appearance of a royal progress. Walking in its purest form is solitary and meditative. Even so, mountains and philosophy make an uneasy mix. It wouldn't be the first hill-walker to look back up at his own thoughts inscribed painfully across a fall of loose rock.

Brian Morton

Making a stand

continued
ties a Government agency - the Sports Council - appointed by the Minister with all the money and no responsibility for sport itself and an organization - the CCPR - whose members are responsible for and representative of making process. The CCPR understood that Sir Hugh Rossi's Committee, though qualified to look at Department of the Environment spending, was not set up to do the sort of job the CCPR had in mind. Its terms of reference precluded them from this.

Such is the growing importance of sport and leisure as a factor in improving the quality of life in this country and such are the mushrooming costs of sports administration that it is inevitable that a number of governing bodies of sport must rely for their well-being on grants from the Sports Council.

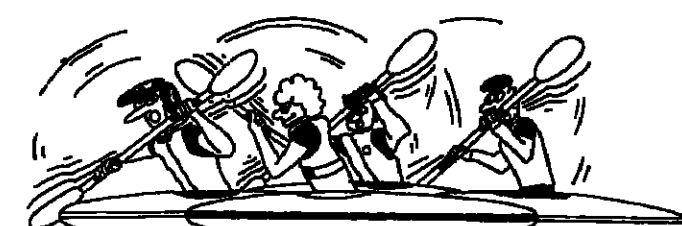
about, but proceeded as requested by the Rossi Committee to offer just one possibility. This was to rearrange the structure to produce a wide federation of organizations concerned with sport including governing bodies, schools, colleges, armed services and trades unions so that these with responsibility for sports development and promotion could be involved in the decision-making process. The CCPR understood that Sir Hugh Rossi's Committee, though qualified to look at Department of the Environment spending, was not set up to do the sort of job the CCPR had in mind. Its terms of reference precluded them from this.

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that such reliance on Government support is unlikely to persuade British sports bodies that their autonomy, independence and integrity should be surrendered to a "Big Brother" organization, such as the Sports Council. The CCPR plays a vital role in maintaining the independence of all British sport. It is therefore extremely important that this contract with the Sports Council, which was freely entered into by two apparently independent bodies following the transfer of priceless assets, should under no circumstances be the subject of Government interference. It would be extraordinary and indeed an astonishing precedent for Parliament to introduce legislation of the kind suggested.

The CCPR exists to serve its members and will continue through its divisional and other committee structures to act with independence and freedom in the best interests of British sport and recreation.

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SPORT

A subject for scholars

John Alderson discusses A level Sport Studies



It has taken more than ten years of planning and persuasion to achieve the goal of an A level in the field of Physical Education, Sport and Recreation. The recent announcement from the AEB of a pilot programme in Sport Studies at A level received a mixed reception. The queries and criticisms which arose accurately reflected the major issues which the planning teams had to address during the development of the course. This short article discusses what I believe to be the three main points of debate, in the hope that doubts about the value of the examination may be resolved.

The first issue is concerned with the suitability of the subject, in an academic sense, for sixth-form study. The critics suggest that it is a "newfangled" course that is apparently unrelated to the traditional disciplines always meet with this kind of scepticism. By contrast, the argument for the A level is based on the observation that sport is an important phenomenon in the real world. To appreciate this point one has only to look at the vast numbers of people participating in sport activities and consuming sport through specialist magazines, newspapers and radio and television broadcasts; or to consider the high levels of investment in sport events both for financial return and in the interests of local or national prestige.

In terms of social impact, improvements in performance or sheer academic interest, sport is the subject of serious study in all the civilized countries of the world. Qualifications bearing the title "sport studies" (or something very similar) are already available, or about to be launched at CSE, GCSE, first degree, master's degree and PhD levels within the academic institutions of this country.

Prior to the AEB's announcement, A level was the only level of attainment in the academic hierarchy at which sport was not represented. Those who have laboured long and hard to prepare and argue for this syllabus have done so in order to afford young people the opportunity to gain certification in the area of sport, if they so wish. The syllabus is designed to provide a satisfactory place of sport in the curriculum, the demands of which will appear to be appropriate preparation for either an academic or a vocational higher education in the sport field.

A second parallel criticism seems to arise from an observation that sport has little, if anything, to do with industry and commerce; it is associated with "leisure" as opposed to "work" and hence is perceived as being unimportant. A student would therefore be far better off studying a vocationally relevant subject like engineering or electronics, or so the argument goes. Since the 1960s, however, the technological revolution has reduced the manpower requirements of these aspects of industry and of manufacturing in particular. By contrast service industry, including the provision of leisure and recreation services in both the public and private sectors, has shown manpower increases or steady recruitment to jobs in recent years. To demand in this respect both BTCE and first degree courses are becoming available with a vocational orientation.

novel when set beside traditional A levels but the range and sophistication of the work will be no less intellectually taxing for the candidate.

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The third issue concerns the mode of assessment for the new course and specifically the role of sport performance within it. It has been argued that if one is to have an A level in this field, then a significant proportion of assessment should be devoted to the candidate's own ability to perform at one or more competitive events. This opinion is voiced most frequently by certain members of the physical education profession who seem to believe that any A level should be a simple extension of "what goes before".

Since the PE core curriculum 11-16 focuses on the development of performance skills in a variety of activities it follows *ipso facto* that such performance should be assessed in a Sport Studies A level examination. The designers of the current syllabus have resisted this argument on three grounds.

First and most important, we would say that while the course may be a "practical" element like chemistry or art, sport performance is of a transitory nature, thus rendering its assessment difficult. It is sometimes argued that music and dance, which are also of a transitory nature, manage to use practical assessments. However, these activities differ from sport in that there exist well-defined criteria by which to assess such factors as composition, balance and style. Assessment of performance in sport is made even more difficult by the fact that individuals or teams are competing against one another. One often hears the adage suggesting that a player or team "can only perform as well as the opposition allows"; any standardization of the assessment situation while individuals are vying to beat one another would clearly be very difficult indeed.

is as intellectually demanding as any other A level. Secondly, there is ample evidence, particularly from the FE sector, that students want a course with an emphasis on scholarship rather than on performance.

Thirdly, unlike other subjects with a "practical" element like chemistry or art, sport performance is of a transitory nature, thus rendering its assessment difficult. It is sometimes argued that music and dance, which are also of a transitory nature, manage to use practical assessments. However, these activities differ from sport in that there exist well-defined criteria by which to assess such factors as composition, balance and style. Assessment of performance in sport is made even more difficult by the fact that individuals or teams are competing against one another. One often hears the adage suggesting that a player or team "can only perform as well as the opposition allows"; any standardization of the assessment situation while individuals are vying to beat one another would clearly be very difficult indeed.

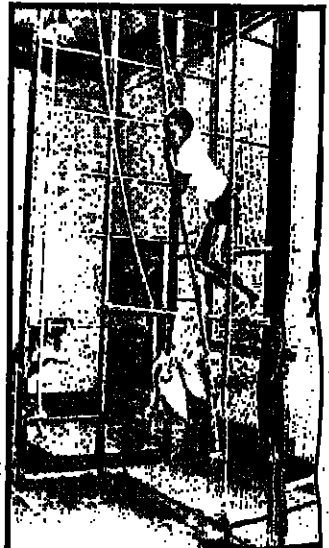
A supplementary point of view from the same quarter asserts that a sportsman should have the right to gain an A level qualification on the basis of prowess on the games field or running track. Once again, we would demur. A levels represent academic attainment, whatever the subject matter, and are recognized by candidates, their parents, the higher education institutions and employers as such; the able sportsman should strive to gain appropriate recognition through the awards of the National Governing Bodies of Sport and through representative honours at all levels.

After the design and committee work was complete, permission to run the course obtained and a statement released to the press. It was inevitable that personalities from the world of sport would be asked for their immediate reactions. It is unfortunate that some seemed to speak without thinking; I suppose the "gobbledygook" reaction reported in more than one paper was quite predictable. However, colleagues up and down the country

who will be teaching the syllabus from next September will no doubt take heart from the very positive comments of Paul Hutchins, manager of the British tennis teams, and John Hoad, manager of Chelsea FC. They both reflected our long term aspiration when they alluded to the benefits which may well accrue for good practice in sport coaching and management, in addition to the primary aim of certification for individual candidates.

What next? My thoughts turn to an A level syllabus concerned with adventure activities like mountaineering, sailing, canoeing and hang-gliding. The student might examine the activities and the experiences they generate, the equipment and skills required for safe participation, the impact of participants' use/abuse of the countryside or seashore and the mechanisms necessary for environmental conservation. Like the A level in Sport Studies I'm sure such a course would have appeal to young people because it would be seen to deal with the reality of the world around them; in my view its educational value would speak for itself.

John Alderson is principal lecturer in Recreation and Environmental Studies at Sheffield City Polytechnic and a member of the AEB/MCQ 1 A level Working Party responsible for the preparation of the Sport Studies syllabus discussed in the article. The views expressed in this article are the author's and not necessarily those of any other authority.



Who's for tennis . . . ?

Gillian Thomas visits a unique museum

How did women manage to leap around a tennis court in corsets and long skirts? I asked myself this as I studied a life-size tableau depicting a typical tennis party of the 1880s.

It is one of the vivid scenes depicted at the Wimbledon Lawn Tennis Museum, housed appropriately beside the Centre Court at the All England Club.

Opened in 1977 to coincide with the centenary of the Championships, it had to be re-sited under the stands when they were extended last year. At the same time it was completely redesigned.

Now it provides a fascinating insight into the game, particularly for devotees. Racquets, balls, photographs and other memorabilia are displayed with life-sized models in a series of themed settings. By way of introduction, the facts and figures of the game are presented on a large semi-circular chart, alongside those of the Club itself.

Apparently it was the invention of mowers and rubber balls in the 1850s that enabled the game to take off. Over the next 20 years it surpassed cricket in popularity. However, its origins date back to the 12th century when monks played Jeu de Paume, hitting balls with the palms of their hands.

Edwardian times, equipment, the modern game are among the subjects featured in the displays, together with historical photographs and other informative notes on the walls.

Particularly intriguing is a reconstruction of the first gentlemen's changing-room at Wimbledon, complete with original blue and white striped washbasins.

"Though we have a comprehensive collection of historic items, we are short of up-to-date exhibits," says the curator, Valerie Warren.

For instance, we'd love to have one of McEnroe's racquets or Chris Lloyd's dresses. Unfortunately current champions do not seem to realize how interesting their possessions are. Further, it is difficult for her to even ask for them. During the Championships, top minds and afterwards they are very elusive.

Visitors to the museum can plug into video-tapes as they go round

Thanks to a high-powered marketing campaign and to television coverage by Channel Four, basketball's popularity has grown rapidly in the UK. Nearly 90 per cent of secondary schools now include the sport on the curriculum, at least for boys. Well-known players are being appointed as basketball development officers, to teach and encourage the game in schools, parks, sports centres and clubs.

There are many reasons for welcoming the growth of this sport. Despite its American image, basketball is widely played in Europe, making it a useful point of contact with our EEC neighbours. It is ideal for tall, ungainly children, and, unlike many other games, there's no waiting around for the ball: every player gets maximum exercise.

The speed of the game requires quick thinking, skill rather than strength. The need for teamwork teaches cooperation. Equipment is relatively inexpensive. The game can be played indoors or out. Rules, which are easy to learn, are the same for boys, girls and disabled players. Because there's little physical contact, serious injury is rare. And, at a recreational level, basketball can be played from early childhood into middle age.

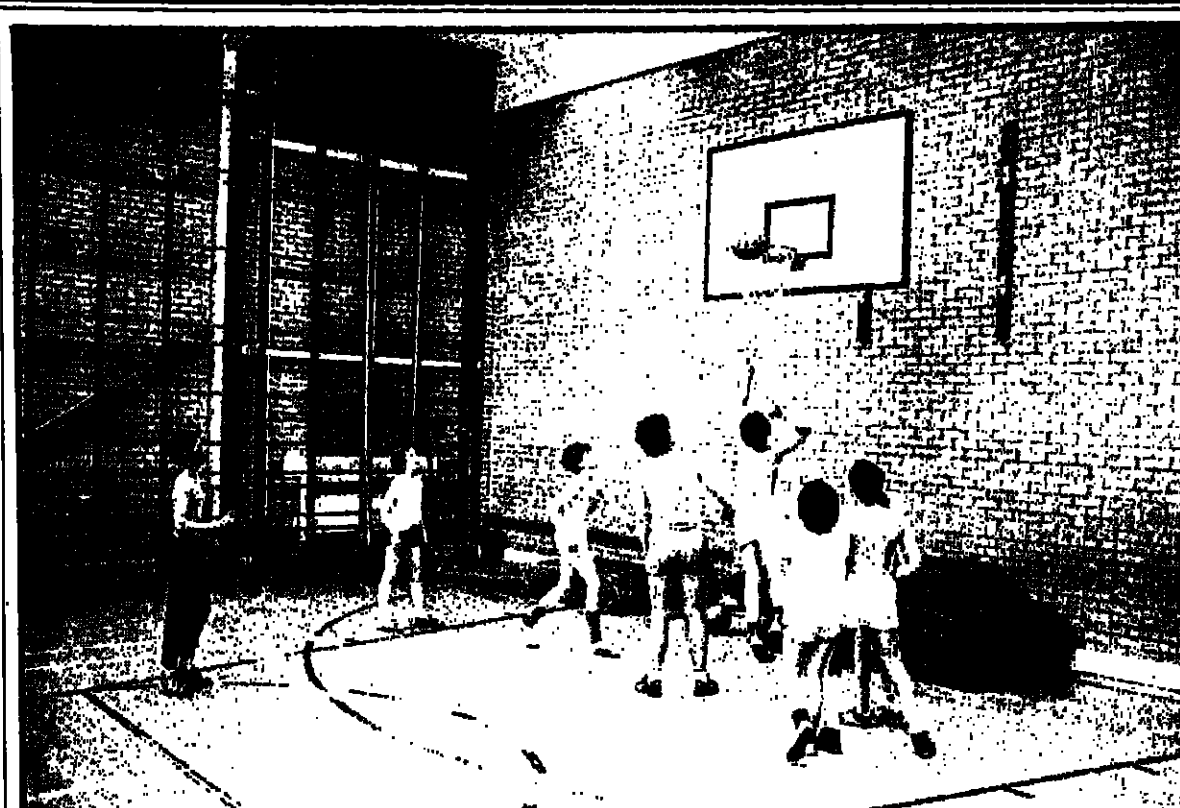
Basketball's growth has been so quick that the sport's UK governing bodies scarcely had time to consider the implications. Only now are questions being asked. Is there too much emphasis on competing at the expense of recreational matches? Are we too quick to divide girls and boys into separate teams?

Are PE teachers knowledgeable enough to coach? Is there adequate club structure for children whose enthusiasm has been whetted at school? Are we appointing the most qualified people as basketball development officers? Before we install a basket in every urban park, it is useful to look at whether the game is developing in the most beneficial way.

"This country isn't geared up to recreational basketball," admits Rick Woodbridge of the English Schools' Basketball Association (ESBBA). "National teams - at all age levels - have improved enormously over the last few years, but all the emphasis has been at this elite level. We've got to broaden the base now by focusing attention at the grassroots level."

John Collins, basketball development officer for Northamptonshire, agrees. Finding which school has the best team in the country, he says, isn't necessarily the best way forward. "If you have only five players participating, it limits the number of youngsters who are exposed to the game," he says. "And it puts off those kids who don't get on the team."

Children in the UK begin competing seriously at age 13. That's too soon, says Mr Collins. He'd prefer to see under-15s playing recreational matches. Recreational basketball has an



No waiting around

Marsha Hanlon reports on the growing enthusiasm for basketball

additional advantage: it can be played by mixed-sex teams. This, says Rick Woodbridge, is strongly favoured by the ESBBA's development sub-committee. They hope to introduce modified rules for mixed recreational games, based on the Canadian model.

Claire Booker, basketball development officer for the London borough of Enfield, is also keen to encourage mixed-sex basketball. "Girls think things through while boys depend on skill and speed," she finds. "The give and take of learning from each other would help them socially as well as improve their playing ability."

At present, it is only Mini Basketball, played by under-13s, where mixed teams are the norm. Eileen Waghorn, who coaches Mini Basketball at the London YMCA, notices that: "When they first join the team, girls pass the ball only to other girls and boys only to boys. Eventually they realize you have to relate as teammates to succeed." Learning to cooperate and compete with the opposite sex, she suggests, may prove useful later in life.

Although men's PE colleges now include basketball as a required subject, few teachers are confident about coaching the sport. Even fewer women PE teachers, for whom basketball is still a college option, feel able to introduce the game to pupils.

Coaching courses, like those run by basketball development officers, should provide the ideal solution. Regrettably, the existence of these experts is no guarantee that skilled assistance is on hand.

Basketball development officers are often employed by the recreation (not the education) department of local authorities. The impetus may have come from a club seeking a part-time job for its top player. Or the club may have needed financial help to import a foreign player. When a club offers to share its star attraction, some councils jump on the bandwagon without questioning the player's teaching ability.

In many cases, councils have been lucky: local pupils and teachers are assisted by PE specialists who have the added lustre of stardom. Other authorities have been less fortunate, employing players who see their role as talent scout for the club, not teacher for the community.

Similarly, top club players may be invited into secondary schools to coach a few weekly sessions. In one instance, pupils were initially awed by the American-accented giant who came to coach them. By the third session, when he'd done little more than shoot baskets and urge them to attend his games, they lost interest. Eventually a teacher had to intervene to restore discipline.

Such incidents bring the game into disrepute. John Collins and Rick Woodbridge agree that guidelines need to be established. They want to ensure a development programme that's best for pupils rather than for players.

Where the basketball development officer is carefully chosen, the benefit can be considerable. John Collins, for example, talks to teachers about how the game should be taught, then has them observe while he takes a class.

Claire Booker is pleased that, as a woman, she gets a good response from girl pupils (who often find basketball more exciting than netball) and from women PE teachers. Her coaching classes, though, are an equal mix of male and female teachers. "Mica have plenty to learn as well," she notes. "If we don't bring on coaches and referees, the players will soon outgrow them."

The next step is to urge clubs to cater for every age group, not just for senior teams. Children who have enjoyed a taste of basketball at school often find that clubs aren't interested in helping them progress, so they drift away. Opportunities must start at school, then extend beyond the school gates if basketball is to develop into the lasting interest it deserves to become.

Keeping calm

Report by Iola Smith

Psychological as well as physical skills are required for peak performance in sport, according to Dr Lou Hardy of University College Bangor's Department of Education, who has devised a series of stress reduction lessons for young athletes. By developing mental skills to regulate moods and behaviour, stress and fear of failure can be contained while self-confidence and concentration are promoted.

Such changes of attitude, however, cannot be learned overnight and Hardy advocates that 20 minutes a day, five days a week should be allocated by sports enthusiasts for psychological training.

The first session concentrates on progressive muscular relaxation, so that athletes can control the tension levels in individual muscle groups. As a result, they learn to select and use only essential muscles in a subsequent performance rather than strain the body unnecessarily.

Another requirement is the objective of the second mental relaxation lesson. A modified version of Benson's Standardized Clinical Meditation technique, it teaches concentration by counting rhythmically and repeatedly from one to 10. However, as counting is a sequential activity it is controlled by the brain's left hemisphere. So to ensure that the right hemisphere is

similarly relaxed, part of the lesson involves listening to baroque music. From relaxation to mental imagery. Mental rehearsal (that is, going through the performance routine in the mind's eye before a competition) is a good predictor of potential mistakes. Athletes mentally rehearse a successful performance in conditions which resemble the forthcoming competition. Accuracy is essential - the crowd, other competitors, judges and oneself performing a successful routine - are imagined. This technique is also effective as a mental warm-up immediately before performing.

Similarly, it can be used to restructure ideas following a disastrous performance. Hardy advocates that athletes re-live the performance immediately up to the crisis moment. Then, they pause, and imagine a successful ending to the routine rather than the error. After repeating the pattern three or four times, the correct routine will flow naturally so that self-confidence is restored.

According to Hardy, self-confidence is more robust when founded on success. Therefore, setting and achieving realistic goals is vital. He suggests that young athletes should set competition goals which are achievable 70 per cent of the time in training. As a



further boost, competitors are urged to compile a tape noting the technical skills and confidence-building comments required before a performance. This should be listened to as often as possible.

The lessons are due to become available on cassette for practice at home, and keeping a diary of emotions experienced both before and after a lesson is recommended. But participants should not undertake the relaxation sessions immediately before hard physical training.

Participating in mock competitions designed to simulate the fraught atmosphere of the real thing, together with this psychological training, should sustain young athletes and help them overcome the stresses and anxieties of participating in competitive sports.

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Making a stand

Peter Lawson on the importance of the Central Council of Physical Recreation

In late March a Select Committee of Enquiry, chaired by Sir Hugh Rossi MP, published its report on the efficiency of the Sports Council. Its main recommendation was that an Act of Parliament should be introduced to sever the contractual funding link between the CCPR and the Sports Council. Peter Lawson, General Secretary of the CCPR, gives his view on this surprising development.

Founded in 1935, the Central Council of Physical Recreation developed as an independent organization which strove to introduce the adult population to sports and recreations which by virtue of the inadequacies of physical education at that time were denied to vast sections of the population. The CCPR, in co-operation with the Physical Education Association and other bodies, developed fast and over the years acquired such sports centres as Bisham Abbey, Crystal Palace, Lilleshall, Plas y Brenin and others.

In 1971 the then Conservative Government led by Edward Heath decided that it wished to establish its own agency "at arm's length" to distribute funds and develop sport.

It quickly became obvious to the bureaucrats and parliamentarians responsible that to a large extent the CCPR already filled this role and it was therefore necessary to remove it. The CCPR was given "an offer it could not refuse". Basically it was "hand over your national sports centres, your staff, your assets and cash to the new Government Sports Council or the grants that we currently give you to assist your work may be denied and bankruptcy could follow."

With considerable reluctance, the CCPR acquiesced in this development.

appreciate that the decision to liquidate the CCPR lay solely with the CCPR members. In the event, at the end of 1971 a general meeting of CCPR members took place. HRH The Prince Philip - CCPR President - in no uncertain terms stated his objection to the disappearance of the CCPR and urged that despite the transfer of assets the CCPR should be retained as a national association of the governing bodies of sport and recreation to serve as a forum for debate and a spring-board for action. The CCPR members, namely these governing bodies, agreed and this suggestion that the CCPR be liquidated became a "dead duck".

The transfer of millions of pounds worth of assets was duly completed, but against a background of this new determination to retain the CCPR. The aims and objectives of the CCPR were modified, but nevertheless became, and still are, very significant. These objects briefly are to represent and provide a forum for the national governing bodies, to formulate and promote measures for the benefit of sport and recreation, to support the specialist sports bodies and to act as an independent pressure group.

A contract was signed with the Sports Council for the transfer of CCPR assets. It provided a guarantee for those assets such resources and facilities reasonably required by the CCPR for the implementation of its new objectives would be available. It is easy with hindsight to see why those Sports Council officers and advisers responsible for that contract may have thought the CCPR of little consequence. They assumed that, stripped of its assets, it would shrivel up and

Phillip. But the CCPR did not die from it. Over a 14-year period its membership has grown from 160 to 620 national organizations.

The CCPR has indeed proved to be the forum for debate and the spring-board for action predicted by Prince Philip. It was the CCPR that took the initial shock-wave of the decision by Mrs Thatcher to boycott the Olympic Games in Moscow.

It was the CCPR that caused the then Chancellor of the Exchequer, Sir Geoffrey Howe, to do the first Conservative U-turn in respect of VAT which was to be imposed on competitions and events organized by VAT registered sports bodies which drew attention to the loss of school playing fields and loss of recreational land.

It was the CCPR which recently initiated a debate on sport in schools. It was the CCPR that conceived the successful and fast-growing Community Sports Leaders Award scheme.

The administrative structure of sport at national level in this country is, to say the least, confusing even to those who work within it. For those who work overseas our position is baffling to the point of incredulity.

In brief, we in Britain have a Government Minister for Sport with no money to spend on his responsibilities.

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Continental drift

A History of Europe 1648-1948: The Arrival, The Rise, The Fall. By Paul Dukes. Macmillan £30.00. £8.95. 0 333 28104 7.

"With the defeat of the Reich and pending the emergence of the Asiatic the African and perhaps the South American nationalisms, there will remain in the world only two Great Powers capable of confronting each other - the United States and Soviet Russia. The laws of both history and geography will compel these two powers to a trial of strength either militarily or in the fields of economics and ideology. These same laws make it inevitable that both powers should become enemies of Europe."

Thus Hitler, in his Berlin bunker, on April 2, 1945 just four weeks before his suicide. His words illustrate the central paradox of that diseasedly brilliant brain: its alteration between insights of true world-scope and prescience, and the expression of the most driving parochial banality. Here, surely, is an instance of the former - incorrect only in the sense that you do not need to become the enemy of what you have already effectively taken over and absorbed.

Paul Dukes' last chapter, "The Origins of the Cold War and Decolonization, 1945-1948", is in a way a mere postscript to the tale; for the main conclusion to be drawn from the story

of Europe as he tells it is that the continent has conformed to the cyclical view of history familiarized by Arnold Toynbee and almost universally accepted by other historians. After first achieving, and then for a couple of centuries maintaining central world dominance, Europe, according to this view, fell effectively in 1945, with the emergence of the US as the globe's first Superpower, to be joined in that most exclusive of clubs a few years later by the USSR.

This is the first study I have come across that takes such a frankly post-humous view of Christendom. However, though some readers may feel that, in the interests of asserting a clear-cut thesis, the author somewhat overstates Europe's present impotence, the evidence for his argument is impressive.

That the two halves of Europe are, in defence terms (NATO and the Warsaw Pact) tied ineluctably to the destinies of their respective patron Superpowers, is as evident as the extreme improbability of Europe's surviving, in any recognizable form, a nuclear confrontation between them.

Current economic debates underline the degree to which many European industries are already merely offshoots of US-based multinationals; and, in our own case, the eagerness of some politicians to consign what remains of our own indigenous industry to American control suggests that they can scarcely bridle their impatience for

the day when the process begun in 1776 finally comes full circle and the UK humbly applies for incorporation as the 51st state of the Union.

Whether Europe is really as defunct as all this suggests may be queried, but there is no question of the range and power of the author's chronicle of its rise to, and fall away from, its zenith. This is a book built on a very large scale that splendidly combines its grand architectural design with attention to significant detail.

Nor is it without its lighter side. In "Travel in Europe and Beyond", Paul Dukes paints, from pre-1914 Baedekers, a delightful vignette of intrepid Edwardian globe-trotting that acts as a refreshing interlude between the chapters crammed with grim event that flank it.

Occasionally, one may question some of his judgements. When, for instance, he writes: "In the last resort, the responsibility for the outbreak of the (First World) war must be shared among its major European participants, Britain, France and Germany" he seems insufficiently influenced by the overwhelming evidence for preponderant German war-guilt that the last 30 years of research into the history of the Wilhelmine Reich have unearthed. However, such small reservations as this in no way impair the scope and resounding overall success of the book, or modify the hearty welcome one accords it.

Martin Fagg

Journeys

The Idea of England. By Russell Chamberlain. Thames and Hudson £9.95. 0 500 01376 4.

Celia Fiennes' wish in the 17th century was that if everyone explored their native land, and recorded things seen, it would be possible to form "an idea of England" and its glory which would effectively deter folk from "overvaluing foreign parts". In a less active manner Russell Chamberlain has taken up her challenge by delving into a wealth of travellers' tales spanning the centuries between Chaucer and Orwell, and stressing not only the purely topographical, but more importantly, the social and economic aspects of their journeys.

Contrary to the accepted view, the Middle Ages were a time of travel, when kings and their courtiers, traders, pedlars and most of all pilgrims, moved on roads little improved since Roman days. Chaucer, the townsman who loved the country, was followed in 1535 by John Leland, first of English topographers, and by Stow, with his "Survey of London", requiring for its making only "good health and a pair of feet". Tudor humour is personified by William Kemp's Morris dancing from London to Norwich, and by John Taylor's attempted voyage from the capital to Queenborough in a brown paper boat. It was Celia Fiennes though, who, in her journal recording 3,000 miles of English travel on by-

roads, only signposted by law in 1899, set the pattern for her successors. Lacking an interest in antiquity, he described processes in no less than 12 developing industries, a line followed by Defoe, who showed great sympathy for lead miners but scorned Astoria, and considered the Peak District "a howling wilderness". Arthur Young was concerned only with farms, but use and country life, but Cobbett's *Rural Rides* (1821) really "read" the land, as he sighed for "plain manners and plentiful living" to return. Of his *Journal and Guide* respecting the land scene and its hardworking people, Reactions of foreign visitors to England are chronicled, from Frobenius the American 19th-century invasion, but this well produced book ends on somewhat depressing note, as it did 20th-century writers, notably Gray and Frank Gray, who have "damned it" in the workhouses and deprived areas of our great cities, where unemployment was life until temporarily ended by the outbreak of war in 1914. Priestley's *English Journey* is a valuable source material for an age relatively recently, thanks to alleviating "development". We may perhaps take heart from the view of us as expressed by a perceptive Latin some 30 years ago - "They will come through, if only they can hold on".

Eric Church

Echoes

Latin Poets and Roman Life. By John Griffin. Duckworth £24.00. 0 7156 190 1.

The dissolute life-style of Mark Antony, as described in hostile propaganda and no doubt in reality, is strikingly similar to the "life of luxury" glorified by Propertius (who could easily have been an Antonian poet). The parties and girls with Greek names in Horace reflect his own times, when the life of luxury - the gourmet poet and jeweller, the call girls and their girls - was dominated by Greeks. The seaside camps and seducers at fashionable resorts like Baiae are even dressed up as mythological characters by Ovid.

The great Augustan poets, Ovid argues in this lively and scholarly public, were not just producing elegant and "literary" variants on Hellenistic themes or exercises in established genres; rather, they combined literature (Greek and Latin, comedy and epic) with their direct experience of life to express complex attitudes and emotions. Virgil, for example, in the fourth *Georgic* and the *Aeneid*, is able to present with equal force "both the greatness of Rome and also its human cost" by drawing on an extraordinary range of "sources". Typically, when Dido turns away from Aeneas in the sixth *Aeneid* - the "most civilized in European literature" - Virgil echoes not only Homer, Catullus and Hellenistic poetry but the idea, found in even the most unapologetic Roman sources on the life of the faithful Iphigeneia couple, in death.

Matthew Reiss

Fever

Race, Lice and History. By Hans Zinssner. Macmillan £4.95. 0 333 39567 0.

This book, described as a study in biography, deals as it turns out with the life history of typhus fever. It makes clear that in the course of world history, pestilence and disease have decided more international issues than the bullet or the bayonet, and because of sickness and shocking loss of life more than one military venture has had to be abandoned.

R.C. Verma

Modern moves

The Dance Workshop. By Robert Cohan. Unwin £6.95. 0 04 790011 3. £10.95.

Not long ago a seminar on dance teaching in Britain regretted the absence of any manual of contemporary dance technique comparable, say, with the Cecchetti Manual of Classical Ballet. This is partly because modern

emphasizes the equality of men and women and respect for ethnic roots. It argues that dance is for everyone, but is no easy option. Cohan is concerned, of course, to inspire more professional dancers, but he writes primarily for the non-professional public, appealing especially in two ways. First, by a "philosophical" introduction. He talks about movement, about putting "you in touch with your own body".

He then demands developing a dancer's attitude to living and to the body. This is Cohan's philosophy which he has expressed in schools and studios around the country many times. Here it is condensed and strongly argued.

The second method of appeal is visual - what else in a visual art? Ramsey, Blais, Cecchetti and others all used rudimentary illustrations for their exercises and to show the stance of the body. Cohan does so more completely and more liberally, in illustrations which are the work of artists as well as working drawings. These are completed by a range of superb photographs by Barbara Karban and helpful charts. Coming as it does when dance teaching in schools is still in revolution from the impact of the art form of contemporary dance this book should be required reading for students and teachers alike.

Peter Brinson



Fabric design with all the elements of the "Happy Hallowell" image. From *Hawaii Recalls: Nostalgic Images of the Hawaiian Islands 1910-1950*, with text by DeSoto Brown; design by Anne Ellett and photography by Gary Glenza (KPI £9.95).

Opulent world

The Late Victorians: Art, Design and Society 1852-1910. By Bernard Denvir. Longman £7.50. 0 582 49137 1.

This is the last in Bernard Denvir's four-volume *Documentary History of Taste in Britain*, a series which has drawn, very satisfactorily, upon a wide range of period sources in order to suggest the social and institutional environment in which art was produced.

As in previous volumes, equal weighting is given to art, architecture, design and aesthetic taste. We learn what advice was given to the late Victorians on wallpapers, coalscuttle frames and dress, for example, and are reminded of the aesthetic and moral protest mounted by the Arts and Crafts movement. Present day art-world type poles into insignificance compared with the massive fortunes amassed by the late Victorian elite.

Frances Spalding

Memories and Glimpses by A. L. Rowse (Methuen £6.95) is a combination of *Memories of Men and Women* and *Glimpses of the Great*; curious anecdotes for biographers of (among others) Auden, Hemingway, Elizabeth Bowes-Lyon, Churchill, Churchill, and so on.

Traditional style

Hand Block Printing and Resist Dyeing. By Susan Bosence. David & Charles £12.95. 0 7153 8524 0.

Hand block printing has long been abandoned by industry. Silk-screen printing, which now uses metal mesh in a tubular form on the fastest machines, is so rapid that a 17-colour repeat moves as a blur before the eyes as it is immaculately produced.

Inventions bring redundancies, old skills are no longer needed, but here and there a few dedicated hand printers keep alive the old tradition. Susan Bosence is the most reputable. She works in the Crafts community at Dartington, and her work can be seen in the Victoria and Albert Museum and the Crafts Study Centre, Bath. She was inspired by Phyllis Baygon and Dorothy Larcher who have printed their own fabrics since the Twenties. Their high technical standards and the design sense made them very successful during the next decade. They undertook many daunting commissions and would have continued had not the Second World War ended their source of imported dyes. During the Fifties, after seeing some of these textiles, Susan Bosence visited the printers, who encouraged and taught her until she became proficient and could carry on the tradition they had revived.

Dyes, methods, techniques and the setting up of a workshop are clearly described. An historical chapter gives names by many well-chosen colour photographs, and the appendix includes a bibliography and a list of suppliers, though two of these I know to have closed down. Textile staff and their students involved in this craft will welcome the book as a useful and enjoyable guide.

Betty Tadman

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Primary Education

Headships

Deputy Headships Senior Masters/Mistresses

Heads of Department

Scale 2 Posts

Remedial and Special Needs Teaching Posts

Scale 1 Posts

Middle School Education

Headships

Deputy Headships Senior Masters/Mistresses

Remedial and Special Needs Teaching Posts

Art and Design

Craft Design & Technology

Economics & Business Studies

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Science

Other than by Subjects

Secondary Education

Headships

Deputy Headships Senior Masters/Mistresses

Remedial and Special Needs Teaching Posts

Art and Design

Careers

Special Education

Headships

Deputy Headships Senior Masters/Mistresses

Heads of Department

Scale 2 Posts

Scale 1 Posts

Sixth Form and Tertiary Colleges

Heads of Department

Scale 2 Posts

Scale 1 Posts

Other than by Subjects

Nursery Education

Other Appointments

Primary Education

Headships

Deputy Headships Senior Masters/Mistresses

Heads of Department

Scale 2 Posts

Scale 1 Posts

Sixth Form and Tertiary Colleges

Heads of Department

Scale 2 Posts

Scale 1 Posts

Other than by Subjects

Secondary Education

Headships

Deputy Headships Senior Masters/Mistresses

Heads of Department

Scale 2 Posts

Scale 1 Posts

Sixth Form and Tertiary Colleges

Heads of Department

Scale 2 Posts

Scale 1 Posts

Other than by Subjects

Nursery Education

Other Appointments

Primary Education

Headships

Deputy Headships Senior Masters/Mistresses

Heads of Department

Scale 2 Posts

Scale 1 Posts

Sixth Form and Tertiary Colleges

Heads of Department

Scale 2 Posts

Scale 1 Posts

Other than by Subjects

Classics

Commercial Subjects

Computer Studies

Craft Design & Technology

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Other than by Subjects

Sixth Form and Tertiary Colleges

Heads of Department

Scale 2 Posts

Scale 1 Posts

Other than by Subjects

Preparatory Schools

Headships

Art and Design

Craft Design & Technology

English

Geography

History

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Other than by Subjects

Sixth Form and Tertiary Colleges

Heads of Department

Scale 2 Posts

Scale 1 Posts

Other than by Subjects

Preparatory Schools

Headships

Art and Design

Craft Design & Technology

English

Geography

History

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Other than by Subjects

Sixth Form and Tertiary Colleges

Heads of Department

Scale 2 Posts

Scale 1 Posts

Other than by Subjects

Preparatory Schools

Headships

Art and Design

Craft Design & Technology

English

Geography

History

Mathematics

Classics

Commercial Subjects

Computer Studies

Craft Design & Technology

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Other than by Subjects

Sixth Form and Tertiary Colleges

Heads of Department

Scale 2 Posts

Scale 1 Posts

Other than by Subjects

Preparatory Schools

Headships

Art and Design

Craft Design & Technology

English

Geography

History

Mathematics

Modern Languages

Music

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Calculated changes

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Changes will be needed in both the emphasis and the placing of different topics in number in the curriculum, now that it can be taken for granted that a calculator is available whenever it is needed. Teachers will need help in thinking out the needed changes, and the time is ripe for curriculum development along these lines.

As a part of the work of the Schools Curriculum Development Committee PRIME (Primary Initiatives in Mathematics Education) project, a Calculator-aware Number (CAN) curriculum is to be developed. In part, it is a project, 14 classes of top infants will start work in September on the CAN curriculum; this work will continue throughout the primary years, and the emphasis will be on understanding and using number.

Calculators will be used whenever necessary, and the children will not be made to learn the traditional methods of doing "vertical sums". In i.e.s. affiliated to the PRIME project, a considerable number of other classes will follow a similar curriculum.

The arrival of calculators does not, of course, mean that good primary practice will be abandoned. In the CAN curriculum, it is intended that appropriate practical work will take a more central place, the role of language will be emphasized more, rather than less, as will the role of investigation and problem solving. Every effort will be made, too, to encourage children to develop their skills in mental computation.

Hilary Shuard is director of the Primary Initiatives in Mathematics Education project based at Homerton College, Cambridge.

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Diverse uses

Anita Straker and Katrina Blythe on making the best use of the microcomputer in the primary school

gated and researched by teachers and by others.

In a small number of primary schools, children are finding new ways of applying their skills by finding solutions to practical problems, designing and making working models and controlling them from the computer. The construction of the model involves scale drawings and measuring, the understanding of geometric ideas like rigidity, and the mechanics of gears, levers and pulleys.

The use of a wordprocessor in the primary classroom has for the first time made drafting and re-drafting of written work a realistic possibility, with the work of the least able printed as neatly as the work of the most able. It has always been difficult to arrange real opportunities for collaborative writing. Watching a small group of children working together at the keyboard, debating a decision and coming to a consensus, makes it clear that real collaboration over writing tasks is now possible.

Use of a database aids children's decision making in all areas of the curriculum, and supports a much earlier and more meaningful approach to

are made to discuss the issue in catchment area groups, or in clusters of schools.

Exchange visits, by both teachers and children, have sometimes helped to raise awareness of what happens in different schools. Visits of secondary school teachers to the fourth year junior classroom, to see how and at what level the children are working with computers, have been particularly beneficial. Best of all have been those initiatives which have involved both secondary school teachers and teachers from feeder primary schools in the same development, based on the same major piece of software.

The computer appears to fit most readily into a primary classroom when provision has already been made for small group work. Sometimes the teacher may work with the group at the micro; sometimes the group at the micro works alone. In the latter case, it is important that the teacher finds time to talk to the children about the work which they have been doing, and allows time for them to share their ideas with others in the class.

When the micro is used in an investigative way the teacher has to



statistical ideas. The database has enabled children to draw sensible conclusions about anything from the performance of a parachute, to what life was like 100 years ago. And the conclusions were based on the children's first-hand observations. The computer carried out the laborious aspects of coping with collected data, freeing the children to concentrate on questioning and interpreting results.

At the same time, new areas of the curriculum are opening up. With growing numbers of computers and calculators in schools, children can now write a program to carry out a task, rather than relying on methods which were developed when pencil and paper were the only possible tools. A greater variety of problems can be tackled, bounded only by the skill of the young programmer in creating and coding an algorithm which the computer can execute. The learning of paper and pencil algorithms, particularly those for the four rules of arithmetic, is fast diminishing in value.

Perhaps the most rewarding aspect of computer use is the beneficial effect it can have on children's attitude to learning. Most children find working with a micro highly motivating. The feeling of being in control, together with the immediate feedback from the computer, helps them to learn from their mistakes and not to be intimidated by them. When children use the major pieces of software to investigate their own investigations, or to find solutions to their own problems, there is often a consequent improvement in both their interest and their self-confidence, particularly with girls.

Primary school teachers frequently express concern that the work which their children have achieved with the micro will not continue in the secondary school. Parents too express concern about the apparent lack of continuity. During the next two or three years, the problem is likely to get greater, not less, unless great effort

adapt to situations in which children have greater control over their own learning and set out to solve problems of their own choosing.

"In developing problem-solving skills, teachers have the important task of helping pupils to tackle problems analytically and to adopt logical procedures in solving them. At the same time pupils must be allowed to make mistakes and to follow false scents in what is essentially an exploratory process; and the teacher has to resist the temptation to give the 'right' answer, or to over direct the pupil, otherwise the skill is not developed or practised." (The Curriculum from 5 to 16, Paragraph 101.)

Choosing one of the major ways of working with computers allows teachers to concentrate more fully on what children are doing and how they are doing it, rather than on the end product of a particular activity. When they are using Logo, for example, children reveal their thinking very clearly. Teachers are able to stand back and to review their assessments of their pupils. They are able to move away from a model of learning in which they tell children what to do and how to do it to one in which they build on children's own ideas and understanding. For many teachers, such a new way of working can be very daunting.

One successful model for in-service support for teachers has been a combination of school-based and out of school activities involving at least two members of staff from each school involved. Teachers are given time away from school to work at their own level with a piece of software which they find satisfying and stimulating. Once they start to use the software with children, there is a need for meetings to exchange ideas, and to discuss what has been happening in the classroom.

Although there are at present advisory teachers for primary mathematics

and science (funded by Educational Support Grants), not all of them are able and equipped to help schools with microcomputers. More advisory teachers are needed to support work with computers in primary schools.

The Microelectronics Support Unit (MESU), which will replace the Microelectronics Education Programme (MEP), will need to support primary advisory teachers and other teachers who are promoting local school based developments.

In pre-service establishments, it is important that the use of the micro becomes an integral part of all relevant courses as soon as possible.

The Department of Trade and Industry's scheme for primary schools provided 50 per cent towards the cost of a micro, a colour monitor and a cassette recorder. There was also a 100 per cent take up of the offer.

The first priority for the immediate future is to ensure that all primary schools have a complete system, which includes a disc drive and a printer, before further micro systems are purchased. After that, it will become necessary for i.e.s. and schools to develop hardware policies which take into account the ways in which primary schools work, and the need for all classes of primary children to have regular access to at least one computer.

A major decision which will have to be taken in the not too distant future is whether primary schools should have additional independent systems, or whether networks would be more appropriate. Both have been tried in the primary school and there is no doubt that far fewer management problems, and far greater flexibility of use, are provided by one or two portable stand alone systems in each classroom. Whether or not separate classes yet need equipment at the present moment there is only a very small amount of worthwhile software for this age group.

A policy of independent systems allows primary schools to buy computers suited to particular purposes, perhaps a machine devoted to Logo or one dedicated to wordprocessing, although a consequence of such a decision is that maintenance problems increase. If too many different machines are used teachers' concerns about the operation of equipment tend to overwhelm their concern about children's learning.

Although experience from the past indicates that the cost of hardware will continue to fall, it seems unlikely that primary schools will be able to equip themselves in the immediate future from their normal school budget. The consequences will be that widespread computer use of the kind we have described will evolve only in selected areas where there is strong parental support, and where in addition the i.e.s. has a major commitment to in-service education.

The Department of Trade and Industry has been particularly generous to secondary schools. If funds could be found for primary schools to subsidize, for example, the purchase of Logo software, a turtle and a control box, and also for the necessary long-term service support, then there could be enormous benefits to mathematics, science and technology in the primary school. A similar scheme which subsidized the purchase of a primary concept keyboard and wordprocessing software, again with associated INSET, could have an equivalent impact on children's language development.

The present time is one of great innovation, exploration and experiment. Slowly the best ideas are becoming accepted; at the same time new ideas are emerging. Recently there have been indications that systems which communicate with the outside world (including the hardware for making, and software and hardware for making, will also have a role to play in the learning of young children. It is vital that we find effective ways of consolidating and spreading the good ideas as they establish themselves in pilot schools.

But if children are to have full benefit from the educational opportunities which the computer offers, then the growing needs for resources, staffing and teacher education must also be recognized and the costs met.

Anita Straker was the Director of the MEP National Primary Project. Katrina Blythe was the Co-ordinator of the Children Logo Project.

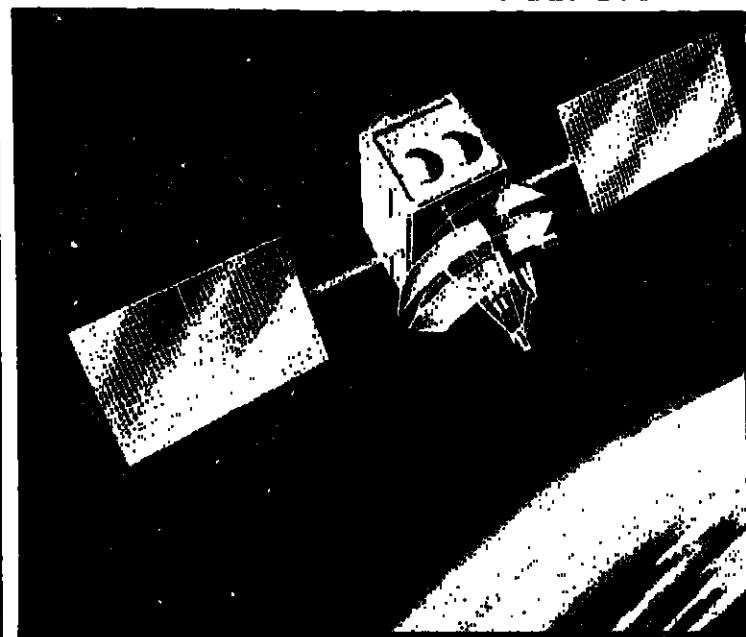
Over Europe at the moment there are twenty satellite channels carrying a variety of material in a variety of languages; some of the longer established companies such as France's TV5 which is two years old claim over three and a half million regular viewers. The next few years seem likely to bring further massive expansion led by an ITV/BBC superchannel shortly due to start broadcasting for 18 hours a day.

In Britain just under half of the universities and polytechnics and a growing number of schools have established satellite receiving systems and it is a timely moment to consider the use of this new technology for language teaching.

There is an excitement which comes from authentic TV material which is hard to beat. There is obvious value in having available at the touch of a button programmes from France on the strains of cohabitation, in watching Gorbachev's address to the party congress live, in enjoying a German Krimi, in sampling Italian adverts or even, in watching Madonna's latest song with French subtitles. There is a sense of immediacy and impact in working on material with "real" people in "real" situations and at an average rate of 120 words a minute there is an immense amount of vocabulary available to be sampled in context.

In countries such as Belgium, Switzerland, Germany and France which have had access to each other's television for a number of years, language teachers have seen marked improvements in aural acuity and in the manipulation of language, with clear signs of increased motivation in class from pupils who regularly tune in to foreign stations. In Denmark there is a notable difference in attitude and performance among pupils in the South who watch German television and those in the North who cannot receive it.

The Russian and French channels have so far proved most useful here. Both carry a mixture of programmes which provide a valuable archive of material. For Russian specialists served of authentic language on which



Satellite communications

Programmes from France, Russia and Germany at the touch of a button. Brian Hill reports on the growing use of authentic television in language teaching

to work there are, each day, news bulletins, films, documentaries, cultural and sports programmes. TV5 uses a variety of sources: Saturdays it broadcasts from TRBF Belgium, Sundays from TFI and Antenne Deux, Mondays from Quebec, Tuesdays from TFI, Wednesdays from Switzerland, Thursdays from Antenne Deux and Fridays from FR3, the French regional network. There is news every day at

10.00 pm backed up by a pot pourri of magazines, films, cookery tips, travel reports and children's programmes.

The potential is obviously great but emphasis should be tempered by caution. There are a number of practical considerations which need to be taken into account. A reliable system to receive French, German, Italian and Swiss channels costs around £1,900; to add Russian would cost a similar

amount. Information about schedules is hard to obtain with the exception of TV5 which publishes regular broadcast details from its headquarters at 21, rue Jean Goujon - 75008 Paris. Although there are a number of useful programmes, a large amount of the output is unlikely to be suitable for language learners and selection is a time-consuming chore.

Switching around the satellites at 7.45 in the evening before writing this article the choice was not impressive. From Russia there was a grey-suited Cliff Richard look-alike taking part in an Eastern Block Eurovision song contest; Switzerland gave us Anthony Quinn dying of arsenic poisoning in an American film dubbed into German; Germany had an interview with a tennis umpire; Holland an American high school drama with Dutch subtitles, France a nostalgic song about a soccer hero and Italy an interview with Umberto Colombo on nuclear power. An illustration of the fact that there may be some superb language teaching gems, but they still need very careful prospecting, not to mention editing.

It is too early to know all the uses to which satellite broadcasts could be put. However, those institutions with systems are enthusiastic and are gradually integrating them into curricula. Most places have programmes available to students at least on self-access.

Universities such as Bradford and St Andrews view programmes with students in class. At Newcastle Polytechnic, satellite TV is used for daily sessions of interpreting and political studies on the MA course. Brighton Polytechnic is involved in research into the links between categories of television programme and appropriate language activities. The University of Durham uses programmes regularly for comprehension, grammar, vocabulary extension and phonetics training.

Enough experience has been gathered to begin to sort out some criteria for selecting programmes. News is the most readily available and the most widely used to date. It tends to be short, the speech is clear, it has an international flavour which helps com-

prehension and there is a variety of language introduced. It does, however, date quickly. It is removed from most people's everyday experience. It lacks sufficient examples of transactional language and it can be depressing.

Documentaries have clear sound quality with controlled links between what is seen and what is heard. The information is usually carefully presented and there is plenty of location filming to add contextual colour. On the other hand some documentaries suffer from a lack of spontaneity; they can be too long to exploit effectively, the subject matter is by no means always relevant and the language can be very difficult.

Drama productions have plenty of clearly spoken transactional language, they reflect real life situations and can provide accurate social and cultural insights. However, in spite of their impact, drama productions are also difficult to condense into a realistic classroom time-scale and many give a distorted view of the themes they are tackling.

Other categories such as adverts, sports programmes, cartoons and cabaret humour all have their pros and cons, understanding of which gradually helps to build up experience of how to select from the rich choices available.

All the satellite technology and the TV programmes they spawn are at the end of the day only as good as the teachers who use them. It takes time and expertise to select the programmes and to match appropriate activities with the needs of individual classes. However, with careful definition of objectives and preparation, authentic television can be a boon for the language teacher.

Spoken skills can be developed with pair work, discussions, commentaries, summaries, synonym association, predictive speech, role play or detailed analysis of stress, pronunciation, intonation and appropriacy. Authentic television is obviously valuable for the practice of gist comprehension and the more demanding task of listening to

continued on next page

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In this decade the world is experiencing unprecedented social, technological and political change and the personal and educational needs of today's pupils are different from those of the past generations. New objectives require a wider range of learning methods for their achievement, and technological developments in the fields of information, communication and learning make more methods possible.

In this situation the professional challenges for teachers are to clarify new priorities in aims, reorganize human groups and discover how to become managers of learning. All these require new patterns of organization. It is now necessary to organize resources for pupils working alone and in groups which will enable them to develop and use increasing independence. Autonomy in learning and the ability to exercise personal judgement and make sensible responses to change are all crucial in today's world.

Teachers, too, need to be less dependent on tutor-led INSET courses and to take more responsibility for the processes of their own professional development. Those who are active independent learners in their own lives not only keep abreast of professional developments more effectively, but are much better placed to understand the developmental processes through which their pupils must pass. New patterns of resources for INSET are also important.

A bigger problem than money alone is failing to change established patterns of spending. When innovation is needed it is just as necessary to stop buying some things, and to redeploy others, as it is to make new purchases. This is not, however, in some people's minds, the use of an individual's own. Whole-school patterns of resources must make sense in relation to changing aims and methods, and wasteful duplication of facilities must be avoided.

Everything which follows is based on the assumption that every pupil and teacher in school is involved. Independent learning is not for minorities, but for all, and eventually there needs to be developmental continuity for pupils from rising-fives to adults if we are ever to become the nation of skilled learners we need to be.

Independent learning depends on the organization of the school and its resources. This is not new. Traditional class teaching is supported by departmentally-based teachers feeding information to pupils, and sets of textbooks containing pre-selected, highly organized information for them to use.

To support the new situation, a centre for the management of information is needed, with satellite bases to give local access to specialist collections that change with changing needs. Teachers controlling satellites make bulk bookings of materials as curriculum themes change, and, using hand-picked or trolleys, maintain a 'two-way' flow of materials between centre and satellites.

Satellites may also contain permanent stocks of copies of masters held centrally, such as audio and videocassettes, slides and floppy discs, all of which are cheap and easy to copy. Of course pupils also go to the centre as individuals. Centre and satellites are not places for study. The aim is to serve high volumes of users who stay for the minimum time possible and take materials elsewhere for use.

Information needs to be held in a variety of media. Consider, for example, how easy it is to make 50 copies of an audiocassette when demand is high, and to re-use the cassettes for a different purpose later. Furthermore, recordings of BBC schools' radio broadcasts tend to be more up to date than school reference books, cost much less, and some BBC packages are produced specially for independent learning.

The same applies to educational television broadcasts, and there is now a very wide choice of commercially produced audio and videocassettes for sale. Furthermore, regular use of audio and video databases enables pupils to learn how to exercise judgement not only in study but also when watching television at home, and it prepares them to cope with the fluent talking machines which are just around the corner.

Other functions of an information centre include the provision of central services, such as off-air recording of radio, television and telesoftware; a reprographic service; and a terminal for curriculum electronic mail and access to regional and national educational computer databases. Safe storage for master recordings is also essential. Only copies go on the shelves and

it must not be possible for a thief to steal or a vandal to destroy all the magnetically recorded stock. Well organized self-service facilities are needed where there are too few staff to offer services.

The number of different kinds of non-print media must be small, carefully selected to fit a pattern of use as well as its needs. For example, when audiocassette recordings are stocked, the number of players needed to serve all the pupils on roll can be estimated and the purchase, maintenance and eventual replacement of these can be costed.

Computers cost more, but are a valuable resource as there is now enormous choice of high quality software; picture databases containing colour slides are relatively cheap to use; videodisc players with full-function remote control are affordable but there are few discs. Computer-controlled interactive video is much too expensive at present and useful software is almost non-existent.

When pupils have facilities at home to use school media, as many have for audiocassettes, slides and video, this is a relevant consideration. Money also goes further when the same facilities are also useful as tools for learning.

A cassette recorder, for example, enables pupils to capture fast flowing ideas and useful discussions, and the resulting talk-on-tape as an intermediate stage between thought and speech, and writing or word processing.

The use of media pairs such as book/tape units extends the range of support for pupils. A recording heard to a reference book can give self-vidual help in the use of an individual explanation of difficult sections as would be given by a teacher during class use of textbooks. Other examples include talking photo-albums, slide tape presentations, and video assignment guides. In media selection, the questions 'Who will use it? How often? For what purposes? and What other ways are there for investing the same money?' are useful.

This is not the place to explore too many nuts-and-bolts factors, but it is important to mention the importance of classifying books and non-book media using the same system, usually Dewey, or Dewey '100' plus colour coding for infants, and to store them together on shelves as far as possible. Open-top boxes holding 10 audiocassettes in their cases sit neatly among books and shelves, and if the projections in the lid of an audiocassette case are broken off, small sets of slides can be stored in the same container. Putting non-print media separately in one corner creates impossible movement, wastes retrieval time, and results in them not being used. Equipment to enable pupils to die briefly into non-print media is needed in the centre and satellites, so users can be sure before they leave that what they have will be useful.

Only the headteacher can be the prime mover, for staffing and finance as well as curriculum policy are key issues, and the work of every teacher on the staff is affected. The school's top management team must be committed and involved, and an experienced teacher is needed to be promoted to manage the information and learning support system and to ensure its continuing compatibility with curriculum needs as these change.

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Satellite communications

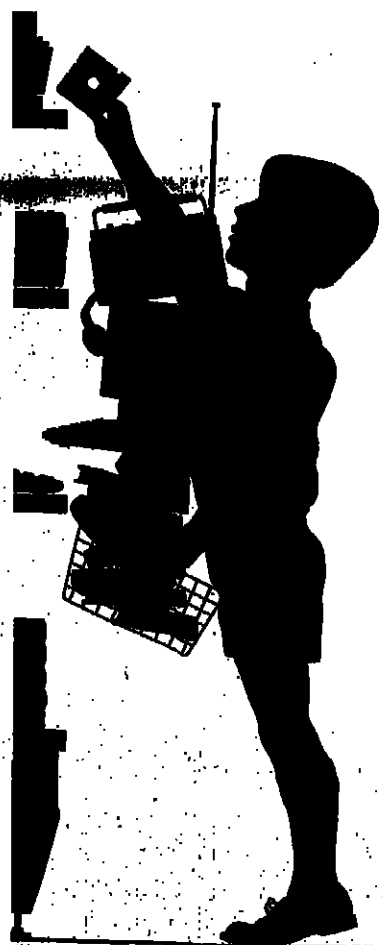
consideration of its exploitation. It should make an important and enjoyable contribution to the language teacher's armoury. A three day seminar on the technology and exploitation of satellite TV is being held later in the year at Brighton Polytechnic. Anybody interested should write for further details to: Sue Jones, The Language Centre, Brighton Polytechnic, Falmer, Brighton, BN1 9PH.

For written work too TV programmes can offer a powerful starting point. Note-taking, transcription, proof correction, report writing and retransmission: work all help to provide the variety of activity necessary to keep the painstaking task of learning a language alive.

The advent of satellite technology makes authentic television programmes in French, German, Italian and Dutch legally accessible. With careful

Self service

Nelson Trowbridge
on the organization
of resources



Learning in their own way

Nina Sully and Howard Burton on a resource-based approach to A levels

In June 1985, after some twenty years combined experience of a teacher-centred approach to A level biology, South Bristol Technical College decided it was time for a change. We wanted to encourage our students to take more responsibility for their own learning and develop a problem-solving approach to their studies. We were aware of resource-based approaches elsewhere, particularly the AAL project developed by the Inner London Education Authority, and we also had experience of a resource-based approach in schools with lower age ranges.

Coincidentally the school at the same time changed to Associated Examination Board Syllabus 607. This poses a high proportion of problem-solving questions in the examination. In addition, Nelson had recently published a study guide¹ to the very successful A level textbook by Michael Roberts². Although we did consider writing our own resources, our experience with Flexistudy (distance learning) had taught us to go for commercially produced resources.

Although the study guide was not exactly suited to our students' needs, its approach to learning was appropriate to resource-based learning. The technique used is the 'SQ3R' method or 'Survey and Question, Read, Recall and Review'. It gives a systematic approach to independent study enabling the student to read and take notes in what is still very much a knowledge-based subject. The study guide provides a number of recall questions allowing self testing by the student. Almost as a gimmick we put our answers to the recall questions (non-existent in the study guide) on to a local videodata system produced by Communitel. The review questions which the student hands in for teacher assessment are taken from past A level examination papers.

With the study guide and textbook as basic resources, we then prepared a series of 'route maps' which guide the student through each section or subsection of the syllabus. This allowed us to adapt the sequence in the study guide to one more appropriate for our students. The route maps also allow

additional resources to be integrated into the work. These additional resources include further reading, slides and tapes, videos, computer programs and various models and specimens.

All these had been previously used in our lectures but have now been made available on a self help basis. As well as illustrating points of information from the basic textbook they provide the basis of extension work for students who are interested in pursuing a particular topic further, or for those who work at a faster pace.

After some debate, it was decided to keep practical work on a fixed day each week to be undertaken by the whole class. This made it easier to organize technician support and also allowed students to work in groups of two and three after perhaps several hours individual work.

The new approach was introduced to our first and second A level students in September 1985. We realized that in the first week or so things would be difficult for everyone, perhaps for us more than the students if they had come from schools where resource based learning was used, so an effort was made to develop a set of study skills which would help the student make a successful start.

In particular we wanted the students to make pattern notes which would give an initial overview of a topic before getting into the fine detail of note making and answering recall questions. We discussed problems as they arose with people outside the college as well as among ourselves. Advisers included Paul Denley at the Resources for Learning Development Unit in Bristol.

The original idea was to adopt a resource-based approach for parts of the syllabus and to revert to the more traditional teacher-led approach for others. However, after discussion with

students, and analysis of a questionnaire concerning the method of study, we decided to use the resource based approach to complete the syllabus.

It became apparent that we would need to know where each student was in the work in order to identify any problems quickly. Students are asked to record their progress on a wall chart, by filling in a series of boxes as each part of the work has been completed, enabling us to tell, at a glance where each student is.

One major surprise was the difference in the pace of students' work. Some must have been doing large amounts of work in their own time. Some second-year students who wanted to finish the syllabus and get on with revision were continually demanding the next unit of work.

The administration of a questionnaire after a term's work revealed that

most students were in favour of a resource-based approach. One student felt that "... it is a more effective way of learning than traditional lectures ... it continually reinforces work that has already been completed."

Of course not all students were as enthusiastic. Two students in the second year would have preferred a more traditional approach. Others admitted feeling insecure at first, but were beginning to adapt to the resource-based approach. The majority, however, were in favour.

From the teachers' point of view, the method has been a revelation. It has liberated us from performing at the front of the classroom, to act as tutor to individual or small groups of students. In hour-long classes these sessions can last up to fifteen minutes; something that would have been difficult with a more teacher-centred approach. It has

enabled us to get to know the students better, and to be more approachable. Above all, students are taking much more responsibility for their own learning, and some have developed an interest in the extension work options and read around the topics in more detail than actually required by the syllabus.

One danger is that work can be a solitary affair with an over reliance on the textbook as the sole source of information. However, lectures, group discussions and practical work can overcome this. It was interesting to observe that students themselves have initiated discussions in the classroom on particular issues, especially the A level questions currently being worked on. Sometimes we are able to join in, allowing us to pinpoint a particular problem (if there is one).

Has this method produced better results? Our first students sit their exams in June and even after that it will be difficult to give an objective response. Our intuitive feeling, judging from work being produced, is that the depth of understanding is greater and the quality of the written work has improved.

The improved understanding may have developed because the student investigates all sources of the information, rather than relying on the teacher to collect the facts for a set of lecture notes. The resource-based approach improves the quality of written work because students spend time writing their understanding and ideas about the work, not the teachers. To quote one of the responses on the questionnaire "... it enables me to write things my way, and learn them in my own way."

1 Inner London Education Authority Inspectorate ed Marshall D (1983) Advanced Biology Alternative Learning, Cambridge University Press
2 Brightman J and Parker S (1983) Biology a Functional Approach Study Guide, Nelson
3 Roberts M B V (1983) Biology a Functional Approach, third edition, Nelson
4 Walker C (1974) Reading Development and Extension, Ward Lock



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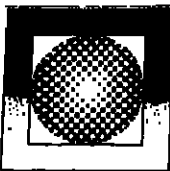


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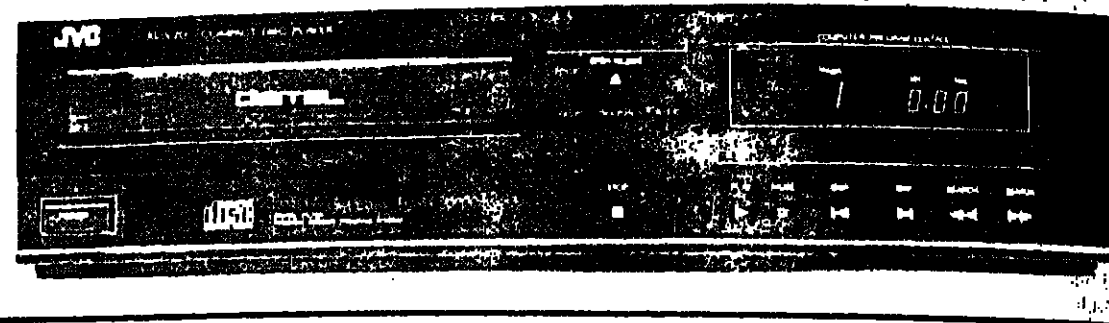
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EXTRA



The standardization obstacle course

Barry Fox on the thwarted potential of compact disc

When Philips and Sony agreed a world standard for compact disc in the late Seventies, they saw the medium as much more than just a dumb carrier for music. But it is unlikely that even the engineers working in Holland and Japan at that time envisaged just how far CD technology would move in such a short time.

Already there are compact disc players on the market, for under £200, which boast an output on the rear for digital signals which can be displayed as text and graphics on a TV screen. The next generation of CD players will have an input/output interface which lets them work with a computer. Instructions from a database program running on the computer will search out passages of text stored on a compact disc and display them on screen.

The disc becomes a giant read-only memory, equivalent in storage capacity to 1,000 magnetic floppy discs. Hence the latest buzz word, CD ROM. One single-sided CD ROM can store 600 megabytes of data.

Ordinary music discs will be able to throw up the words of a song, the history of the composer or details of the orchestra, on a TV screen as the music plays through a hi fi system. A compact disc can also display short moving video sequences, like pop promos while the music plays.

All this is technically possible. All of it has already been demonstrated in prototype form. The future of compact disc as a resource for learning, information technology and data storage looks bright. Only lack of standardization can stop progress but unfortunately, the news on standardization is bad.

The music industry has a good history of compatibility and standardization. An audiocassette, gramophone record or music CD bought anywhere in the world will play on equipment bought anywhere in the world. In contrast, the video industry has a poor track record of standardization. Videotapes for America and Japan will not play in Europe. This is no fault of the video industry. It is trapped in the chaos of non-standardization created by the TV broadcasters, who have adopted a plethora of different standards around the world.

The computer industry is a mess of self-inflicted non-standardization. For no good reason whatsoever it has fragmented to such an extent that almost no two computers, even different models from the same maker, will run the same program.

Compact disc was working well until the computer industry got involved. The video industry is also causing problems for CD. Here is the story.

First the technical facts. Compact disc is a miniature version of an optical video disc. A 12-inch (30cm) optical video disc stores up to an hour of colour tv pictures and sound on each side, in analogue wave form. A five inch (12cm) compact disc can store over an hour of stereo sound on a

single side, in digital code.

If an optical videodisc is used to store digital code, instead of analogue sound and pictures, it can hold the equivalent of 1,000 million bytes of computer data or one gigabyte. This is enough for 30,000 high quality A4 document images or 0.3 million pages of wordprocessed text. Many businesses are now using videodisc for just this purpose, as a high density archival medium. A modified player, with high intensity laser, can record information on a special blank disc, as well as play it back.

If a 12cm compact disc is used as a ROM it can hold up to 600 megabytes of data which is equivalent to around 0.2 million pages of wordprocessed text. When maps are converted into digital code, a single CD ROM can store enough detail to cover a large European country.

One obvious advantage of CD ROM is that a single small disc replaces a shelf full of paper. More important is the ease of searching through the stored data. A CD ROM player can search through and find any passage from the 600 megabytes stored on its surface, inside three seconds. To all intents and purposes this is instant access. When a word, like a chapter heading, is keyed into a computer loaded with a database program, the database sends instructions to the CD ROM player to locate the relevant passage of text and display it on screen. Already the British Library has produced a CD ROM which holds over 0.5 million records from three bibliographic files, including a list of all UK books in print.

The snag, for which we must blame the ever-foolish computer industry, is that there is no agreed standard for storing data on a disc and searching through it. The British Library disc can only be searched using an IBM computer, loaded with proprietary BRS-SEARCH database software, and run with a Philips CD ROM player. Similar data discs, produced in America and Japan, for instance, of the Grolier Encyclopaedia and intended for use with an Atari system need different search programs and computer hardware to run them.

In the future CD ROM discs may well have the search program software stored on the disc along with the archived data. But then there is still the problem of matching the software to a computer. The basic incompatibility between the operating systems used by different computers, IBM, Apple, Apricot, Atari, Sinclair, Commodore, Tandy and so on, will mean that a CD ROM database designed for one hardware system will almost certainly not run on another.

The problem is exacerbated if any attempt is made to store moving video pictures on compact disc. These pictures will have to follow one of the established TV formats: American and Japanese NTSC, European PAL, or French SECAM. This means that disc software will need to be matched to TV hardware of the same standard. So the video industry could 'sell' the CD standard.

The first CD ROM drives are stand-alone units that look like an ordinary compact disc music player, but which

output a digital data stream instead of analogue music. The next generation of home computers, due later this year or early next year, will have a built-in CD ROM drive in addition to conventional floppy or Winchester hard magnetic disc drives.

Although this will be more convenient for the user, because there will be no external hardware and no extra connections, it will not solve the standards problem. Unless the industry can straighten itself out, CD ROM software will still be specific to hardware systems.

The saving grace is that CD ROM players, computers with built-in CD ROM drives and CD ROM database discs, are not yet on sale. So there is still time to create an orderly market by setting standards ahead of commercial launch. It remains to be seen whether the hardware and software firms adopt such a patently sensible approach.

Philips warns that there is already a standards problem on the open market. Some Japanese CD music players, for instance from Akai, already have a "sub code" socket on the rear. This, say the Japanese makers, will eventually let the owner buy a decoder box, and display text and graphics on a tv screen.

On a music disc, there is room in the digital stream for some non-music signal. To be precise, 97 per cent of the digital stream is dedicated to music and three per cent is left over for data bits called "sub codes". Some of this sub code data controls the player, telling it where musical tracks begin and end. The rest of the sub code is reserved for storing text, like song lyrics, and graphics, like coloured teletext.

An ordinary music player will ignore the text and graphic sub-codes. A player with sub-code output on the rear, can be connected to a decoder which takes the sub-code data and turns it into text and graphics of a format suitable for display on a conventional tv set. The implications for education are exciting and endless. A language tuition disc can for instance display words on screen while a tutor is talking.

Although there are no decoders yet available and only a few discs have text and graphics in the sub-code (mainly by way of experiment), it would seem by now to make sense for schools to buy a player with sub-code output. It will play music now and display text in the future when decoders are available. Not so, says Philips. There is no agreed standard for the sub-code output or the decoder, or the connecting cables which will be needed. There will be confusion in the future, warns Philips.

There is an agreed standard however for another socket soon to appear on CD players. This is a single simple phono plug and will be called a "digital output". It will carry a stream of all the digital data coming off the disc. This can then be used to feed other equipment. So it is safer to buy a player with a digital output than a sub-code output. Alternatively, regard players currently on sale as music players, whatever the extra outputs offered. For computer hook-ups wait until full working systems are on offer.

THE TIMES EDUCATIONAL SUPPLEMENT 16.5.86

EXTRA



Photo effect

Gillian Macdonald visits the Cambridge darkrooms

"Take children into the darkroom, they've got to adjust immediately to the different environment. They've got to be very, very careful because there are chemicals around. They've got to be very accurate with their timing. When they've completed each stage they've got to make a judgement about it and then either process the picture for a longer time or for less time or give it a longer exposure. It's just so rich in possibilities."

The question put to primary school master Peter Cornwell was why teach photography? His reply had conviction and enthusiasm, and it was echoed by other teachers and pupils of photography that I spoke to in Cambridge. All of them talked in terms of darkrooms and facilities, and the practical skills required for photographing nature studies or history and science projects. Not that photography as art was discarded, but there was an impressive professionalism, as when sixth form pupils described how they had photographed themselves at work for an exhibition in town.

At the heart of these recent developments in school photography lies the Cambridge Darkroom. A small independent organization, the Darkroom mounts photographic exhibitions and offers membership and facilities for the eager practitioner. Exhibitions range from David Hockney and Jo Spence to local photographers, and for as little as £1.50 a session, any member with a bit of photographic experience, young or old, can pop in and use the darkroom equipment.

Exhibition displays are often experimental, and the works themselves sometimes difficult. The gallery walls are painted to reflect whatever mood the photographer wishes to achieve, videos run programmes about the artist's work or background, and slides project images on to the walls. But what distinguishes the Darkroom from so many other modern galleries is its carefully-structured education programme.

Talks and lectures complement the shows, beginners' workshops introduce the theory and practice, and more advanced project workshops can lead to the production of a small exhibition.

But it is the gallery visits which are central to the education programme. These aim to introduce large numbers of children to photography. From 9.30 to 12.0 each weekday morning the gallery is closed to the public and groups of children roll up by appointment, accompanied by teachers and parents who help out.

Take last year's Hockney exhibition. After 20 minutes of wandering round the gallery the children would discuss what Hockney was trying to achieve. They would then try to create a work based on his "joiners", sequences of photographs which represent fragments of an image broken up in time or space. In one case they chose to photograph a boy walking upstairs. So, using a Polaroid camera one after the other, each pupil photographed a step up the staircase.

The reconstructed image when their pictures were reassembled reflected the shape of the stairwell and the boy's progression upstairs. Products like these now form part of the Darkroom's valuable resource bank of slide shows.

One doubt I had about the joiners was whether it was not perverse to have a dozen different photographers taking one single sequence - after all,

Hockney did it on his own. But to Adrian Plant, the Darkroom's first full-time education officer, it was an essential part of the group work strategy that underlies the programme. Where there are not enough cameras to go round and time is short, the division of labour involves everyone in thrashing out ideas and coming to terms with production roles and values.

Gallery visits are planned carefully in advance with the teachers. Round each term's main exhibition a skeleton programme is devised which can be adapted to different groups, so primary pupils, sixth formers or the handicapped can all work on it, but the relationship between education officer and teacher is vital. Adrian has brought to it his experience of photography and group work; he has had to rely on the teachers' understanding of their students' requirements.

One specific benefit of these visits has been their ability to maximize the Darkroom's resources. With a small full-time staff, a few part-timers and some volunteers, they have had to avoid spreading themselves too thinly. So the strategy has been to bring people to the gallery.

Responding to a growing demand, however, Adrian has also gone out to schools where he has found "tremendous enthusiasm for photography and visual arts, but not much in the way of good practice". He has targeted two or three for developing major projects and methods of working. He has arranged photographers in residence and been available to give advice on resources, equipment and teaching approaches.

At Peter Cornwell's school, the children work with home-made pinhole cameras - simple cardboard boxes lined with black paper, with a strip of brass shim and a pinhole and flap on the lid. They explained eagerly how these worked and produced exposures they had taken for classroom projects.

At Long Road Sixth Form College finances are a little easier. Keen students will spend their own money on film and photographic paper, and a 35mm camera is a favourite eighteenth birthday present, particularly if they hope to go to art college as some do. Exhibitions of their work ranged from portraits and fly-on-the-wall documentary shots to records of science experiments. The level of competence

was striking, as were the strong statements the pictures made about life in the college.

Two very different establishments catering for quite different age groups, but what both have in common is their own darkroom. Every school should have one, in Adrian's view, and use it like a library. The first thing you need is the space: "It would be wrong to perpetuate a broom cupboard mentality. A darkroom is a professional workspace like a studio. Sometimes you have to spend two hours in it. It should be designed so you can have a continual flow of work." Including all the equipment - second-hand enlarger, dishes for chemicals, safe lights and tongs - he estimates it could be set up for as little as £50.

These darkrooms will help photography to thrive in Cambridge. Already there are about half a dozen good ones in schools because of the efforts of teachers like Judith Grant at Long Road and Peter Cornwell. But it has been "a hard battle", requiring commitment from school governors, heads and pupils' families. A hard battle too for Adrian Plant and his colleagues at the Cambridge Darkroom.

When I spoke to Adrian he had announced his intention to leave. For two years the Darkroom has struggled to survive on its own revenue plus financial assistance from the Arts Council, Eastern Arts, the City Council and the Gulbenkian Foundation, but the difficulties of such a small organization are enormous as each year more effort has to go into raising money for its expanding programme.

Adrian has been "married to the place" during most of its lifetime, providing valuable assistance to schools and colleges around Cambridge but he has felt unable to stay, because of exhaustion and "the lack of security, the lack of belief you're going to be there in a few years". These are problems his successor should not confront to the same degree if the Darkroom's standing within the educational sector attracts as it should stronger guarantees of financial support.

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Applicants for a temporary post would be considered. Applications, giving the names of two referees, to the Headmaster, Gigglewick School, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 2681, 2682, 2683, 2684, 2685, 2686, 2687, 2688, 2689, 2690, 2691, 2692, 2693, 2694, 2695, 2696, 2697, 2698, 2699, 2700, 2701, 2702, 2703, 2704, 2705, 2706, 2707, 2708, 2709, 2710, 2711, 2712, 2713, 2714, 2715, 2716, 2717, 2718, 2719, 2720, 2721, 2722, 2723, 2724, 2725, 2726, 2727, 2728, 2729, 2730, 2731, 2732, 2733, 2734, 2735, 2736, 2737, 2738, 2739, 2740, 2741, 2742, 2743, 2744, 2745, 2746, 2747, 2748, 2749, 2750, 2751, 2752, 2753, 2754, 2755, 2756, 2757, 2758, 2759, 2760, 2761, 2762, 2763, 2764, 2765, 2766, 2767, 2768, 2769, 2770, 2771, 2772, 2773, 2774, 2775, 2776, 2777, 2778, 2779, 2780, 2781, 2782, 2783, 2784, 2785, 2786, 2787, 2788, 2789, 2790, 2791, 2792, 2793, 2794, 2795, 2796, 2797, 2798, 2799, 2800, 2801, 2802, 2803, 2804, 2805, 2806, 2807, 2808, 2809, 2810, 2811, 2812, 2813, 2814, 2815, 2816, 2817, 2818, 2819, 2820, 2821, 2822, 2823, 2824, 2825, 2826, 2827, 2828, 2829, 2830, 2831, 2832, 2833, 2834, 2835, 2836, 2837, 2838, 2839, 2840, 2841, 2842, 2843, 2844, 2845, 2846, 2847, 2848, 2849, 2850, 2851, 2852, 2853, 2854, 2855, 2856, 2857, 2858, 2859, 2860, 2861, 2862, 2863, 2864, 2865, 2866, 2867, 2868, 2869, 2870, 2871, 2872, 2873, 2874, 2875, 2876, 2877, 2878, 2879, 2880, 2881, 2882, 2883, 2884, 2885, 2886, 2887, 2888, 2889, 2890, 2891, 2892, 2893, 2894, 2895, 2896, 2897, 2898, 2899, 2900, 2901, 2902, 2903, 2904, 2905, 2906, 2907, 2908, 2909, 2910, 2911, 2912, 2913, 2914, 2915, 2916, 2917, 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3416, 3417, 3418, 3419, 3420, 3421, 3422, 3423, 3424, 3425, 3426, 3427, 3428, 3429, 3430, 3431, 3432, 3433, 3434, 3435, 3436, 3437, 3438, 3439, 3440, 3441, 3442, 3443, 3444, 3445, 3446, 3447, 3448, 3449, 3450, 3451, 3452, 3453, 3454, 3455, 3456, 3457, 3458, 3459, 3460, 3461, 3462, 3463, 3464, 3465, 3466, 3467, 3468, 3469, 3470, 3471, 3472, 3473, 3474, 3475, 3476, 3477, 3478, 3479, 3480, 3481, 3482, 3483, 3484, 3485, 3486, 3487, 3488, 3489, 3490, 3491, 3492, 3493, 3494, 3495, 3496, 3497, 3498, 3499, 3500, 3501, 3502, 3503, 3504, 3505, 3506, 3507, 3508, 3509, 3510, 3511, 3512, 3513, 3514, 3515, 3516, 3517, 3518, 3519, 3520, 3521, 3522, 3523, 3524, 3525, 3526, 3527, 3528, 3529, 3530, 3531, 3532, 3533, 3534, 3535, 3536, 3537, 3538, 3539, 3540, 3541, 3542, 3543, 3544, 3545, 3546, 3547, 3548, 3549, 3550, 3551, 3552, 3553, 3554, 3555, 3556, 3557, 3558, 3559, 3560, 3561, 3562, 3563, 3564, 3565, 3566, 3567, 3568, 3569, 3570, 3571, 3572, 3573, 3574, 3575, 3576, 3577, 3578, 3579, 3580, 3581, 3582, 3583, 3584, 3585, 3586, 3587, 3588, 3589, 3590, 3591, 3592, 3593, 3594, 3595, 3596, 3597, 3598, 3599, 3600, 3601, 3602, 3603, 3604, 3605, 3606, 3607, 3608, 3609, 3610, 3611, 3612, 3613, 3614, 3615, 3616, 3617, 3618, 3619, 3620, 3621, 3622, 3623, 3624, 3625, 3626, 3627, 3628, 3629, 3630, 3631, 3632, 3633, 3634, 3635, 3636, 3637, 3638, 3639, 3640, 3641, 3642, 3643, 3644, 3645, 3646, 3647, 3648, 3649, 3650, 3651, 3652, 3653, 3654, 3655, 3656, 3657, 3658, 3659, 3660, 3661, 3662, 3663, 3664, 3665, 3666, 3667, 3668, 3669, 3670, 3671, 3672, 3673, 3674, 3675, 3676, 3677, 3678, 3679, 3680, 3681, 3682, 3683, 3684, 3685, 3686, 3687, 3688, 3689, 3690, 3691, 3692, 3693, 3694, 3695, 3696, 3697, 3698, 3699, 3700, 3701, 3702, 3703, 3704, 3705, 3706, 3707, 3708, 3709, 3710, 3711, 3712, 3713, 3714, 3715, 3716, 3717, 3718, 3719, 3720, 3721, 3722, 3723, 3724, 3725, 3726, 3727, 3728, 3729, 3730, 3731, 3732, 3733, 3734, 3735, 3736, 3737, 3738, 3739, 3740, 3741, 3742, 3743, 3744, 3745, 3746, 3747, 3748, 3749, 3750, 3751, 3752, 3753, 3754, 3755, 3756, 3757, 3758, 3759, 3760, 3761, 3762, 3763, 3764, 3765, 3766, 3767, 3768, 3769, 3770, 3771, 3772, 3773, 3774, 3775, 3776, 3777, 3778, 3779, 3780, 3781, 3782, 3783, 3784, 3785, 3786, 3787, 3788, 3789, 3790, 3791, 3792, 3793, 3794, 3795, 3796, 3797, 3798, 3799, 3800, 3801, 3802, 3803, 3804, 3805, 3806, 3807, 3808, 3809, 3810, 3811, 3812, 3813, 3814, 3815, 3816, 3817, 3818, 3819, 3820, 3821, 3822, 3823, 3824, 3825, 3826, 3827, 3828, 3829, 3830, 3831, 3832, 3833, 3834, 3835, 3836, 3837, 3838, 3839, 3840, 3841, 3842, 3843, 3844, 3845, 3846, 3847, 3848, 3849, 3850, 3851, 3852, 3853, 3854, 3855, 3856, 3857, 3858, 3859, 3860, 3861, 3862, 3863, 3864, 3865, 3866, 3867, 3868, 3869, 3870, 3871, 3872, 3873, 3874, 3875, 3876, 3877, 3878, 3879, 3880, 3881, 3882, 3883, 3884, 3885, 3886, 3887, 3888, 3889, 3890, 3891, 3892, 3893, 3894, 3895, 3896, 3897, 3898, 3899, 3900, 3901, 3902, 3903, 3904, 3905, 3906, 3907, 3908, 3909, 3910, 3911, 3912, 3913, 3914, 3915, 3916, 3917, 3918, 3919, 3920, 3921, 3922, 3923, 3924, 3925, 3926, 3927, 3928, 3929, 3930, 3931, 3932, 3933, 3934, 3935, 3936, 3937, 3938, 3939, 3940, 3941, 3942, 3943, 3944, 3945, 3946, 3947, 3948, 3949, 3950, 3951, 3952, 3953, 3954, 3955, 3956, 3957, 3958, 3959, 3960, 3961, 3962, 3963, 3964, 3965, 3966, 3967, 3968, 3969, 3970, 3971, 3972, 3973, 3974, 3975, 3976, 3977, 3978, 3979, 3980, 3981, 3982, 3983, 3984, 3985, 3986, 3987, 3988, 3989, 3990, 3991, 3992, 3993, 3994, 3995, 3996, 3997, 3998, 3999, 4000, 4001, 4002, 4003, 4004, 4005, 4006, 4007, 4008, 4009, 4010, 4011, 4012, 4013, 4014, 4015, 4016, 4017, 4018, 4019, 4020, 4021, 4022, 4023, 4024, 4025, 4026, 4027, 4028, 4029, 4030, 4031, 4032, 4033, 4034, 4035, 4036, 4037, 4038, 4039, 4040, 4041, 4042, 4043, 4044, 4045, 4046, 4047, 4048, 4049, 4050, 4051, 4052, 4053, 4054, 4055, 4056, 4057, 4058, 4059, 4060, 4061, 4062, 4063, 4064, 4065, 4066, 4067, 4068, 4069, 4070, 4071, 4072, 4073, 4074, 4075, 4076, 4077, 4078, 4079, 4080, 4081, 4082, 4083, 4084, 4085, 4086, 4087, 4088, 4089, 4090, 4091, 4092, 4093, 4094, 4095, 4096, 4097, 4098, 4099, 4100, 4101, 4102, 4103, 4104, 4105, 4106, 4107, 4108, 4109, 4110, 4111, 4112, 4113, 4114, 4115, 4116, 4117, 4118, 4119, 4120, 4121, 4122, 4123, 4124, 4125, 4126, 4127, 4128, 4129, 4130, 4131, 4132, 4133, 4134, 4135, 4136, 4137, 4138, 4139, 4140, 4141, 4142, 4143, 4144, 4145, 4146, 4147, 4148, 4149, 4150, 4151, 4152, 4153, 4154, 4155, 4156, 4157, 4158, 4159, 4160, 4161, 4162, 4163, 4164, 4165, 4166, 4167, 4168, 4169, 4170, 4171, 4172, 4173, 4174, 4175, 4176, 4177, 4178, 4179, 4180, 4181, 4182, 4183, 4184, 4185, 4186, 4187, 4188, 4189, 4190, 4191, 4192, 4193, 4194, 4195, 4196, 4197, 4198, 4199, 4200, 4201, 4202, 4203, 4204, 4205, 4206, 4207, 4208, 4209, 4210, 4211, 4212, 4213, 4214, 4215, 4216, 4217, 4218, 4219, 4220, 4221, 4222, 4223, 4224, 4225, 4226, 4227, 4228, 4229, 4230, 4231, 4232, 4233, 4234, 4235, 4236, 4237, 4238, 4239, 4240, 4241, 4242, 4243, 4244, 4245, 4246, 4247, 4248, 4249, 4250, 4251, 4252, 4253, 4254, 4255, 4256, 4257, 4258, 4259, 4260, 4261, 4262, 4263, 4264, 4265, 4266, 4267, 4268, 4269, 4270, 4271, 4272, 4273, 4274, 4275, 4276, 4277, 4278, 4279, 4280, 4281, 4282, 4283, 4284, 4285, 4286, 4287, 4288, 4289, 4290, 4291, 4292, 4293, 4294, 4295, 4296, 4297, 4298, 4299, 4300, 4301, 4302, 4303, 4304, 4305, 4306, 4307, 4308, 4309, 4310, 4311, 4312, 4313, 4314, 4315, 4316, 4317, 4318, 4319, 4320, 4321, 4322, 4323, 4324, 4325, 4326, 4327, 4328, 4329, 4330, 4331, 4332, 4333, 4334, 4335, 4336, 4337, 4338, 4339, 4340, 4341, 4342, 4343, 4344, 4345, 4346, 4347, 4348, 4349, 4350, 4351, 4352, 4353, 4354, 4355, 4356, 4357, 4358, 4359, 4360, 4361, 4362, 4363, 4364, 4365, 4366, 4367, 4368, 4369, 4370, 4371, 4372, 4373, 4374, 4375, 4376, 4377, 4378, 4379, 4380, 4381, 4382, 4383, 4384, 4385, 4386, 4387, 4388, 4389, 4390, 4391, 4392, 4393, 4394, 4395, 4396, 4397, 4398, 4399, 4400, 4401, 4402, 4403, 4404, 4405, 4406, 4407, 4408, 4409, 4410, 4411, 4412, 4413, 4414, 4415, 4416, 4417, 4418, 4419, 4420, 4421, 4422, 4423, 4424, 4425, 4426, 4427, 4428, 4429, 4430, 4431, 4432, 4433, 4434, 4435, 4436, 4437, 4438, 4439, 4440, 4441, 4442, 4443, 4444, 4445, 4446, 4447, 4448, 4449, 4450, 4451, 4452, 4453, 4454, 4455, 4456, 4457, 4458, 4459, 4460, 4461, 4462, 4463, 4464, 4465, 4466, 4467, 4468, 4469, 4470, 4471, 4472, 4473, 4474, 4475, 4476, 4477, 4478, 4479, 4480, 4481, 4482, 4483, 4484, 4485, 4486, 4487, 4488, 4489, 4490, 4491, 4492, 4493, 4494, 4495, 4496, 4497, 4498, 4499, 4500, 4501, 4502, 4503, 4504, 4505, 4506, 4507, 4508, 4509, 4510, 4511, 4512, 4513, 4514, 4515, 4516, 4517, 4518, 4519, 4520, 4521, 4522, 4523, 4524, 4525, 4526, 4527, 4528, 4529, 4530, 4531, 4532, 4533, 4534, 4535, 4536, 4537, 4538, 4539, 4540, 4541, 4542, 4543, 4544, 4545, 4546, 4547, 4548, 4549, 4550, 4551, 4552, 4553, 4554, 4555, 4556, 4557, 4558, 4559, 4560, 4561, 4562, 4563, 4564, 4565, 4566, 4567, 4568, 4569, 4570,

Strathclyde Department of Education Further Education

Applications are invited for the undernoted post. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

HEAD OF DEPARTMENT

BELL COLLEGE OF TECHNOLOGY, Alameda Street, Hamilton ML3 0JB. MATHEMATICS AND COMPUTING. Head of Department, Grade 12. Honorary Degree in an appropriate discipline and teacher training; substantial experience at senior lecturer level in further higher education.

SALARY

Head of Department, Grade 12 £18,650
SENIOR LECTURERS/
LECTURERS

AYR COLLEGE, Dam Park, Ayr. COMPUTING. Senior Lecturer 'B'. Degree or an equivalent qualification. A Teaching Qualification is essential as is substantial experience in teaching computing at a non-advanced level. Experience in a promoted post in Further Education is advantageous. AERONAUTICAL/MECHANICAL ENGINEERING. Lecturer 'B'. Applicants should possess a Degree, H.N.D. or an equivalent qualification. The ability to teach and develop courses in Aeronautical Engineering and Mechanical Engineering is essential. An interest in computer applications is desirable. BIOLOGY. Lecturer 'B'. Applicants should have a Degree or equivalent qualification in Biology/Microbiology. Teaching experience desirable, as is the ability to teach General Science. The ability to teach overseas students is advantageous. CHEMISTRY WITH MATHEMATICS. Lecturer 'B'. Degree or equivalent qualification in Chemistry with Mathematical element sufficient to support the teaching of Mathematics at non-advanced level. Teaching experience in Chemistry essential. Ability to teach overseas students advantageous. ELECTRICAL INSTALLATION. Lecturer 'B'. Applicants should be qualified to at least City and Guilds of London Course 'C' Certificate in Electrical Installation Work (F.T.C.) An interest in Analogue and/or Digital Electronics is desirable. INDUSTRIAL SEWING. Lecturer 'B'. Applicants are required to hold the SCOTEC Higher Certificate, (F.T.C.) in Clothing Manufacture, or an equivalent qualification. SECRETARIAL STUDIES. Lecturer 'B'. Degree or equivalent qualification, or other relevant studies. Previous teaching experience would be an advantage. MATHEMATICS AND STATISTICS. Lecturer 'B'. Applicants should have a Degree or equivalent qualification. Teaching experience is essential. The ability to teach overseas students or ability to teach Physics or Computing would be an advantage. GLASGOW COLLEGE OF FOOD TECHNOLOGY 230 Cathedral Street, Glasgow G1 2TG. FOOD SCIENCE AND MICROBIOLOGY. Senior Lecturer 'B'. Degree in food science or equivalent qualification. Teaching experience would be an advantage. JAMES WATT COLLEGE, Farnham Street, Greenock PA16 8HF. JAMES WATT COLLEGE. Senior Lecturer 'B'. Honorary degree in a Science based subject which includes Mathematics and Computing. A teaching qualification together with experience in a promoted post is essential.

SALARIES

Senior Lecturer II £11,676 - £13,710
Senior Lecturer I £9,351 - £12,690
Lecturer 'B' £8,574 - £11,678

Placement on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the Principal of the college concerned to whom completed applications should be returned not later than 23 May 1986.

EDWARD MILLER
Director of Education
(04422)

COLLEGES OF FURTHER EDUCATION continued

AVON COUNTY EDUCATION SERVICE

Principal J. J. Hawley, M.Sc. Applications invited for the following posts, duties to be performed from 1st September 1986:

DEPARTMENT OF AEROSPACE & COMMUNICATIONS ENGINEERING. Lecturer in Electronic Engineering. Grade 12. The minimum academic qualification required is Higher National Certificate and applicants should have relevant industrial experience.

The appointment will be made on the Lecturer Grade 12 scale. The minimum academic qualification required is Higher National Certificate and applicants should have relevant industrial experience.

DEPARTMENT OF SCIENCE & MATHEMATICS. Temporary Lecturer in Mathematics. Grade 12. The minimum academic qualification required is Higher National Certificate and applicants should have relevant industrial experience.

The appointment is tenable for the academic year 1986-87 while a member of staff is on sabbatical leave. The successful candidate will join the team teaching Mathematics to A level students. An ability to teach Statistics or Computer Science teaching would be advantageous. The Avon County Council is an equal opportunities employer.

Further details and application forms (to be returned by Monday, 19th May 1986) to the Personnel Office, Bristol Technical College, Ashley Down, Bristol BS7 8BL, quoting appropriate Reference Number. (04510) 220036

BERKSHIRE

LANGLY COLLEGE OF FURTHER EDUCATION. Lecturer in Economics. Temporary one-year appointment commencing on 1st September 1986.

Applicants should have a Degree or equivalent qualification. The ability to teach overseas students or ability to teach Physics or Computing would be an advantage.

The post has become temporarily vacant as a result of the Secondment of the current holder on a full time course of study.

Salary Scale: £6,324 - £11,247.

Berkshire has a scheme for appointment with removal of salary to the new post.

The County Council is an equal opportunity employer. Further information and application forms from the Lecturer, Langley College of Further Education, Station Road, Langley, Slough SL3 8JY, enclosing a stamped, addressed, self-addressed envelope.

Closing date: Friday, 13th June 1986. (04740) 220036

BIRMINGHAM QUEEN ALEXANDRA COLLEGE

THE BIRMINGHAM ROYAL INSTITUTION FOR THE DEAF. TIME LECTURER IN KEYBOARD SKILLS. Applicants are invited from enthusiastic and resourceful teachers to teach Keyboard Skills at this National Further Education College for the Deaf. The post involves 3/8 teaching load and is in addition to existing teaching and computer skills and experience in the field of Keyboard Skills.

Applicants should have a Degree or equivalent qualification. The ability to teach overseas students or ability to teach Physics or Computing would be an advantage.

The post has become temporarily vacant as a result of the Secondment of the current holder on a full time course of study.

Salary Scale: £6,324 - £11,247.

Further information and application forms from the Lecturer, Queen Alexandra College, Court Hill, Edgbaston, Birmingham B15 2TT, Tel: 051 457 1177, Closing date: (1986) 220036

MID CORNWALL COLLEGE OF FURTHER EDUCATION SALTASH FURTHER EDUCATION CENTRE SALTASH, CORNWALL

Lecturer I in Hairdressing

Applicants should hold the City and Guilds Advanced Hairdressing Certificate and have considerable commercial experience.

Teaching experience desirable. (Re-advertisement, previous applicants will remain under consideration.)

Salary Scale: £6,324 - £12,945.

Application forms and further details available from The Principal, Mid Cornwall College of Further Education, Polzeath Road, St Austell, Cornwall, PL25 4BW, upon receipt of a stamped addressed envelope.

Closing Date: 27th May, 1986

Cornwall

BOLTON METROPOLITAN COLLEGE

Bolton Metropolitan College is a large, multi-site college with a broad range of provision from non-formal community education to technical level work. The following posts are to be filled from September 1986. The successful candidates should have relevant qualifications and experience.

Applications are welcome from those with appropriate qualifications and experience.

Further details and application forms (to be returned by Monday, 19th May 1986) to the Personnel Office, Bolton Metropolitan College, Manchester Road, Bolton BL3 1ER, Tel: Bolton 31411, Ext. 907.

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Cleveland Education Committee (An equal opportunities employer) CLEVELAND TECHNICAL COLLEGE REDCAR

Applications are invited for the following posts, duties to be performed from 1st September 1986.

LECTURER TWO IN COMMUNITY CARE responsible for development and operation of care courses including special needs.

LECTURER TWO IN SECRETARIAL SKILLS to be responsible for co-ordinating the teaching of Office Practice and Secretarial Duties, and for the operation of the Training Office. Candidates should have recent experience in the applications of modern office technology.

LECTURER ONE IN BUSINESS STUDIES to teach Accounts and other business studies subjects and to assist in the development of courses in management and small business experience.

LECTURER ONE IN WELDING and associated subjects to teach Welding and Theory and Practice on CGLI courses and youth and adult training provisions.

Temporary for a year LECTURER ONE IN MECHANICAL SERVICES (PLUMBING) to teach up to CGLI Advanced Craft Certificate level in Technology, Associated subjects and Practical Activities.

Salary: Lecturer II £8,076 - £12,945
Lecturer I £8,324 - £11,247

Applicants for all the above posts should possess appropriate qualifications and experience.

Further details and application forms are available by applying in writing only to: The Principal, Cleveland Technical College, Corporation Road, REDCAR, Cleveland, TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

SOUTH GLAMORGAN COUNTY COUNCIL BARRY COLLEGE OF FURTHER EDUCATION

The following posts are required for the 1st September 1986.

DEPARTMENT OF CONSTRUCTION AND SCIENCE
REF. 88/4. LECTURER GRADE II
IN MATHEMATICS

Applicants should have an appropriate degree and experience of teaching to G.C.E. Advanced Level.

The successful applicant will be responsible for the administration and development of Mathematics in the department, together with the servicing of courses throughout the College.

DEPARTMENT OF ENGINEERING
REF. 88/5. LECTURER GRADE I IN
AERONAUTICAL STUDIES (MECHANICAL)

The successful candidate would be required to teach Aeronautical Engineering to Craft and Technician students, and to be involved in the general work of the Department.

Experience in work on aircraft structure is desirable, although a candidate offering structure and engines would have an advantage.

The successful candidate should be qualified to at least an HNC standard, although the possession of a degree in Aeronautical Engineering would be an advantage, as would a recognised teaching qualification.

REF. 88/6. LECTURER GRADE I IN
ELECTRONICS/ELECTRICAL ENGINEERING

The successful applicant will be involved in the teaching of Craft and Technician students and the training of first year Craft Apprentices and Trainees.

Experience in the field of microprocessors will be an advantage.

Applicants should be qualified to at least Higher National Certificate standard.

Salary Ranges - Lecturer Grade I - £8,324 - £11,247
Lecturer Grade II - £8,076 - £12,945

Application forms and further details for the above posts are available on receipt of a stamped addressed envelope, from The Principal, Barry College of Further Education, Colston Road, Barry, GPR 8TA, to whom they should be returned within 14 days from the appearance of this advertisement.

Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability.

Further details and application forms can be obtained from the Principal, Barry College of Further Education, Colston Road, Barry, GPR 8TA, to whom they should be returned within 14 days from the appearance of this advertisement.

Further details and application forms (to be returned by Monday, 19th May 1986) to the Personnel Office, Bolton Metropolitan College, Manchester Road, Bolton BL3 1ER, Tel: Bolton 31411, Ext. 907.

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THE SUFFOLK COLLEGE of Higher and Further Education

Required for 1 September 1986

Department of Business and Secretarial Studies
Lecturer 2 Applied Secretarial Studies - Post No. 4.16
to develop a range of secretarial courses, medical, legal, language etc.

Lecturer 1 Business Studies - Post No. 5.3
to teach a range of A-level and BTEC courses.

Department of Construction
Lecturer 2 Building Practice - Post No. 4.36
able to apply computing techniques in the teaching of building subjects at craft and technician levels.

Temporary Lecturer 1 Carpentry and Joinery - Post No. 5.133X
to teach to advanced craft levels.

Temporary Lecturer 1 Painting and Decorating - Post No. 5.136X
to teach to advanced craft levels.

Period of tenure for the above temporary posts 1 September 1986 to 31 August 1987.

Lecturer 1 Furniture Studies - Post No. 5.78
to teach furniture and associated subjects up to advanced craft levels

Department of Engineering
Lecturer 1 Welding and Fabrication - Post No. 5.95
to teach the theory and practice of welding and fabrication techniques at craft and technician levels

Department of General and Pre-Vocational Studies
Lecturer 2/Senior Lecturer Communication - Post No. 3.4.74
knowledge and experience of business information systems and information technology required. Training in the use of language an advantage.

Lecturer 1 Pre-vocational Studies - Post No. 5.29
Communications, Numeracy, Life and Social Skills

Lecturer 1 Pre-vocational Studies - Post No. 5.37
Theatre Arts, Life and Social Skills

Lecturer 1 Pre-vocational Studies - Post No. 5.10
to assist with teaching/orientational studies relating to the College based VTS managing agency

Department of Management and Management Studies
Lecturer 2/Senior Lecturer Manpower Studies - Post No. 3.4.103
Graduate or equivalent with recent experience of industrial relations and employment law required

Lecturer 2/Senior Lecturer Insurance Studies - Post No. 3.4.104
to teach a range of insurance subjects on CII and BTEC courses. Ability to offer quantitative methods is required

Lecturer 2 Sociology - Post No. 4.37
to teach to GCE 'O' and possible 'A' level. Experience of caring courses advantageous

Temporary Lecturer 2 Management Studies - Post No. 4.132X
to replace lecturer on secondment. Relevant industrial and teaching experience an advantage. Period of tenure 1 September 1986 to 31 August 1987

Department of Science and Technology
Lecturer 2 Electrical Engineering - Post No. 4.28
Recent experience in electronics, micro-processors, or telecommunications required

Lecturer 2 Mechanical Engineering - Post No. 4.35
to provide a specialist input in the mechanical engineering sciences and such fields as control systems and stress analysis

Lecturer 2 Chemistry - Post No. 4.26
to provide a specialist input to work in physical chemistry and be instrumental in the development of the department

Lecturer 1 Biology/Health Studies - Post No. 5.76
graduate or equivalent required to contribute to the Life Sciences programme.

Lecturer 1 Pre-Nursing Studies - Post No. 5.5
appropriate qualifications and nursing experience required.

Salary Scales:
Starting salaries will be at an appropriate point within the following scales:
Senior Lecturer £11,676 to £14,045 per to £16,045
Lecturer Grade II £8,076 to £12,945
Lecturer Grade I £8,324 to £11,247

Further details and application forms can be obtained from the Principal, Suffolk College of Higher and Further Education, Colton Road, Ipswich, Suffolk IP1 3JF, to whom they should be returned within 14 days of the appearance of this advertisement. Please send large size and quote and post number.

Further details and application forms (to be returned by Monday, 19th May 1986) to the Personnel Office, Bolton Metropolitan College, Manchester Road, Bolton BL3 1ER, Tel: Bolton 31411, Ext. 907.

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COLLEGES OF FURTHER EDUCATION continued

BROMLEY ORINGTON COLLEGE OF FURTHER EDUCATION

London Borough of Bromley. Lecturer in Computing. Grade 12. Required from 1st September 1986 to teach BTEC, NCC and GCE courses.

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COLLEGES OF FURTHER EDUCATION

HAMPSHIRE
COUNTY COUNCIL
SOUTH DEVON COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF BUSINESS AND ADMINISTRATION
LECTURER I IN BUSINESS
Applications are invited for the above post from September 1986 to teach a range of Business subjects on a variety of courses. The ability to offer Law would be an additional recommendation.
Salary Scale £11,347 - £13,247 p.a. (with possible progression through the post to £13,247 p.a.)
Further details and application forms available from the Principal, South Devon College of Arts and Technology, Newton Road, Torquay, Devon TQ2 8SA, or returned to the Principal, South Devon College of Arts and Technology, Newton Road, Torquay, Devon TQ2 8SA, by 15th May 1986. (032201) 220026

NORTHUMBERLAND TECHNICAL COLLEGE

College Road, Ashington NE63 9RG
(Tel: 0670 813248)

Applications are invited for the following posts duties to commence 1st September 1986:

LECTURER GRADE I IN CLERICAL SKILLS
Applicants should be suitably qualified and experienced to teach Commercial, Clerical and Distribution Units for the BTEC First Award and CPVE within the Business Studies Sector. Ability to teach Word Processing would be an advantage.

IN COMMUNICATIONS

Applicants should be suitably qualified and experienced English/Communication Studies graduates to teach Communications on BTEC First Certificate/Diploma and CPVE courses in the Business Studies Sector. Experience of Commercial/Business practices would be an advantage.

IN GRAPHIC DESIGN (PHOTOGRAPHY/PRINT)

Required to teach Photography/Print to BTEC Certificate and Diploma in Graphic Design students. Commercial experience is essential and teaching experience is desirable.

IN PLASTERING

Applicants should be suitably qualified and experienced to teach Plastering and associated subjects up to Advanced Craft level. The ability to teach Brickwork courses will be an advantage. The person appointed will be expected to teach CPVE, YTS, Craft and Advanced Craft students together with associated duties.

IN FOOD PREPARATION (YEAR TEMPORARY APPOINTMENT TERMINATING 31 AUGUST 1988)

The person appointed will be required to teach professional cookery and related theory to students up to COLL No. 706/2. The course will be based at a College canteen and you will need the initiative to work on your own.

LECTURER GRADE II IN PHYSICS

Required in the Hawthorn Television Unit to teach visualisation and design to students from varied backgrounds on the new BTEC HND in Design (Communications) course. The second year of the course will include specialisation in computer graphics for Television. An interest in television production will be looked for. Applicants should possess appropriate qualifications and experience.

IN PAINTING AND DECORATING

Applicants should be suitably qualified and experienced. Will be responsible for all Painting and Decorating courses and associated resources in the Construction Trades II Sector and will be expected to teach Painting and Decorating including spray painting to CPVE, YTS, Craft and Advanced Craft students.

SALARY SCALES:
Lecturer Grade I £12,324-£11,247
Lecturer Grade II £8,076-£12,945

Entry point dependent on qualifications and experience.

Lodging allowance and removal expenses payable in approved cases for permanent posts.

Application forms and further details from The Principal at the above address, completed forms returnable by Friday 30th May 1986. (03500)

Hertfordshire County Council

WARE COLLEGE

Lecturer I, Photography,

from 1st September to teach photography to full-time vocational students, 16-18 years of age, studying for BTEC National Diploma in Photography and to part-time students following C & G 744. A good technical knowledge of photography is required together with a commitment to the training of young people with skills appropriate to today's photographic industry. Salary scale £8,324 - £11,247 + fringe allowance £284.

Further particulars and application forms are available from The Principal, Ware College, Sothe Road, Ware, Herts. (s.a.e. please) to whom completed applications should be returned by 30th May 1986. (0470)

DEVON

SOUTH DEVON COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF BUSINESS AND ADMINISTRATION
LECTURER I IN BUSINESS
Applications are invited for the above post from September 1986 to teach a range of Business subjects on a variety of courses. The ability to offer Law would be an additional recommendation.
Salary Scale £11,347 - £13,247 p.a. (with possible progression through the post to £13,247 p.a.)
Further details and application forms available from the Principal, South Devon College of Arts and Technology, Newton Road, Torquay, Devon TQ2 8SA, or returned to the Principal, South Devon College of Arts and Technology, Newton Road, Torquay, Devon TQ2 8SA, by 15th May 1986. (032201) 220026

DURHAM

COUNTY COUNCIL
NEW COLLEGE DURHAM
Principal: Leonard G. Sewell
Acad. Dip. Ed. (Lond.)
S. & C. (S.A.E.) R.S.A.
F.D. Dip. of Technology
F.D. Dip. of Electrical and Electronic Engineering
Lecturer Grade I (two posts)
Applications are invited for these posts to teach on BTEC courses to HNC/HND standard in one or more of the above subject areas. Candidates should be able to offer experience in one or more of the above subject areas and have a background in training in the retail industry.
Salary £5,342 - £11,247.
Further details and application forms, which must be returned by 28th May 1986, can be obtained from the Principal, New College Durham, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 403, 405, 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429, 431, 433, 435, 437, 439, 441, 443, 445, 447, 449, 451, 453, 455, 457, 459, 461, 463, 465, 467, 469, 471, 473, 475, 477, 479, 481, 483, 485, 487, 489, 491, 493, 495, 497, 499, 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901, 903, 905, 907, 909, 911, 913, 915, 917, 919, 921, 923, 925, 927, 929, 931, 933, 935, 937, 939, 941, 943, 945, 947, 949, 951, 953, 955, 957, 959, 961, 963, 965, 967, 969, 971, 973, 975, 977, 979, 981, 983, 985, 987, 989, 991, 993, 995, 997, 999, 1001, 1003, 1005, 1007, 1009, 1011, 1013, 1015, 1017, 1019, 1021, 1023, 1025, 1027, 1029, 1031, 1033, 1035, 1037, 1039, 1041, 1043, 1045, 1047, 1049, 1051, 1053, 1055, 1057, 1059, 1061, 1063, 1065, 1067, 1069, 1071, 1073, 1075, 1077, 1079, 1081, 1083, 1085, 1087, 1089, 1091, 1093, 1095, 1097, 1099, 1101, 1103, 1105, 1107, 1109, 1111, 1113, 1115, 1117, 1119, 1121, 1123, 1125, 1127, 1129, 1131, 1133, 1135, 1137, 1139, 1141, 1143, 1145, 1147, 1149, 1151, 1153, 1155, 1157, 1159, 1161, 1163, 1165, 1167, 1169, 1171, 1173, 1175, 1177, 1179, 1181, 1183, 1185, 1187, 1189, 1191, 1193, 1195, 1197, 1199, 1201, 1203, 1205, 1207, 1209, 1211, 1213, 1215, 1217, 1219, 1221, 1223, 1225, 1227, 1229, 1231, 1233, 1235, 1237, 1239, 1241, 1243, 1245, 1247, 1249, 1251, 1253, 1255, 1257, 1259, 1261, 1263, 1265, 1267, 1269, 1271, 1273, 1275, 1277, 1279, 1281, 1283, 1285, 1287, 1289, 1291, 1293, 1295, 1297, 1299, 1301, 1303, 1305, 1307, 1309, 1311, 1313, 1315, 1317, 1319, 1321, 1323, 1325, 1327, 1329, 1331, 1333, 1335, 1337, 1339, 1341, 1343, 1345, 1347, 1349, 1351, 1353, 1355, 1357, 1359, 1361, 1363, 1365, 1367, 1369, 1371, 1373, 1375, 1377, 1379, 1381, 1383, 1385, 1387, 1389, 1391, 1393, 1395, 1397, 1399, 1401, 1403, 1405, 1407, 1409, 1411, 1413, 1415, 1417, 1419, 1421, 1423, 1425, 1427, 1429, 1431, 1433, 1435, 1437, 1439, 1441, 1443, 1445, 1447, 1449, 1451, 1453, 1455, 1457, 1459, 1461, 1463, 1465, 1467, 1469, 1471, 1473, 1475, 1477, 1479, 1481, 1483, 1485, 1487, 1489, 1491, 1493, 1495, 1497, 1499, 1501, 1503, 1505, 1507, 1509, 1511, 1513, 1515, 1517, 1519, 1521, 1523, 1525, 1527, 1529, 1531, 1533, 1535, 1537, 1539, 1541, 1543, 1545, 1547, 1549, 1551, 1553, 1555, 1557, 1559, 1561, 1563, 1565, 1567, 1569, 1571, 1573, 1575, 1577, 1579, 1581, 1583, 1585, 1587, 1589, 1591, 1593, 1595, 1597, 1599, 1601, 1603, 1605, 1607, 1609, 1611, 1613, 1615, 1617, 1619, 1621, 1623, 1625, 1627, 1629, 1631, 1633, 1635, 1637, 1639, 1641, 1643, 1645, 1647, 1649, 1651, 1653, 1655, 1657, 1659, 1661, 1663, 1665, 1667, 1669, 1671, 1673, 1675, 1677, 1679, 1681, 1683, 1685, 1687, 1689, 1691, 1693, 1695, 1697, 1699, 1701, 1703, 1705, 1707, 1709, 1711, 1713, 1715, 1717, 1719, 1721, 1723, 1725, 1727, 1729, 1731, 1733, 1735, 1737, 1739, 1741, 1743, 1745, 1747, 1749, 1751, 1753, 1755, 1757, 1759, 1761, 1763, 1765, 1767, 1769, 1771, 1773, 1775, 1777, 1779, 1781, 1783, 1785, 1787, 1789, 1791, 1793, 1795, 1797, 1799, 1801, 1803, 1805, 1807, 1809, 1811, 1813, 1815, 1817, 1819, 1821, 1823, 1825, 1827, 1829, 1831, 1833, 1835, 1837, 1839, 1841, 1843, 1845, 1847, 1849, 1851, 1853, 1855, 1857, 1859, 1861, 1863, 1865, 1867, 1869, 1871, 1873, 1875, 1877, 1879, 1881, 1883, 1885, 1887, 1889, 1891, 1893, 1895, 1897, 1899, 1901, 1903, 1905, 1907, 1909, 1911, 1913, 1915, 1917, 1919, 1921, 1923, 1925, 1927, 1929, 1931, 1933, 1935, 1937, 1939, 1941, 1943, 1945, 1947, 1949, 1951, 1953, 1955, 1957, 1959, 1961, 1963, 1965, 1967, 1969, 1971, 1973, 1975, 1977, 1979, 1981, 1983, 1985, 1987, 1989, 1991, 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2021, 2023, 2025, 2027, 2029, 2031, 2033, 2035, 2037, 2039, 2041, 2043, 2045, 2047, 2049, 2051, 2053, 2055, 2057, 2059, 2061, 2063, 2065, 2067, 2069, 2071, 2073, 2075, 2077, 2079, 2081, 2083, 2085, 2087, 2089, 2091, 2093, 2095, 2097, 2099, 2101, 2103, 2105, 2107, 2109, 2111, 2113, 2115, 2117, 2119, 2121, 2123, 2125, 2127, 2129, 2131, 2133, 2135, 2137, 2139, 2141, 2143, 2145, 2147, 2149, 2151, 2153, 2155, 2157, 2159, 2161, 2163, 2165, 2167, 2169, 2171, 2173, 2175, 2177, 2179, 2181, 2183, 2185, 2187, 2189, 2191, 2193, 2195, 2197, 2199, 2201, 2203, 2205, 2207, 2209, 2211, 2213, 2215, 2217, 2219, 2221, 2223, 2225, 2227, 2229, 2231, 2233, 2235, 2237, 2239, 2241, 2243, 2245, 2247, 2249, 2251, 2253, 2255, 2257, 2259, 2261, 2263, 2265, 2267, 2269, 2271, 2273, 2275, 2277, 2279, 2281, 2283, 2285, 2287, 2289, 2291, 2293, 2295, 2297, 2299, 2301, 2303, 2305, 2307, 2309, 2311, 2313, 2315, 2317, 2319, 2321, 2323, 2325, 2327, 2329, 2331, 2333, 2335, 2337, 2339, 2341, 2343, 2345, 2347, 2349, 2351, 2353, 2355, 2357, 2359, 2361, 2363, 2365, 2367, 2369, 2371, 2373, 2375, 2377, 2379, 2381, 2383, 2385, 2387, 2389, 2391, 2393, 2395, 2397, 2399, 2401, 2403, 2405, 2407, 2409, 2411, 2413, 2415, 2417, 2419, 2421, 2423, 2425, 2427, 2429, 2431, 2433, 2435, 2437, 2439, 2441, 2443, 2445, 2447, 2449, 2451, 2453, 2455, 2457, 2459, 2461, 2463, 2465, 2467, 2469, 2471, 2473, 2475, 2477, 2479, 2481, 2483, 2485, 2487, 2489, 2491, 2493, 2495, 2497, 2499, 2501, 2503, 2505, 2507, 2509, 2511, 2513, 2515, 2517, 2519, 2521, 2523, 2525, 2527, 2529, 2531, 2533, 2535, 2537, 2539, 2541, 2543, 2545, 2547, 2549, 2551, 2553, 2555, 2557, 2559, 2561, 2563, 2565, 2567, 2569, 2571, 2573, 2575, 2577, 2579, 2581, 2583, 2585, 2587, 2589, 2591, 2593, 2595, 2597, 2599, 2601, 2603, 2605, 2607, 2609, 2611, 2613, 2615, 2617, 2619, 2621, 2623, 2625, 2627, 2629, 2631, 2633, 2635, 2637, 2639, 2641, 2643, 2645, 2647, 2649, 2651, 2653, 2655, 2657, 2659, 2661, 2663, 2665, 2667, 2669, 2671, 2673, 2675, 2677, 2679, 2681, 2683, 2685, 2687, 2689, 2691, 2693, 2695, 2697, 2699, 2701, 2703, 2705, 2707, 2709, 2711, 2713, 2715, 2717, 2719, 2721, 2723, 2725, 2727, 2729, 2731, 2733, 2735, 2737, 2739, 2741, 2743, 2745, 2747, 2749, 2751, 2753, 2755, 2757, 2759, 2761, 2763, 2765, 2767, 2769, 2771, 2773, 2775, 2777, 2779, 2781, 2783, 2785, 2787, 2789, 2791, 2793, 2795, 2797, 2799, 2801, 2803, 2805, 2807, 2809, 2811, 2813, 2815, 2817, 2819, 2821, 2823, 2825, 2827, 2829, 2831, 2833, 2835, 2837, 2839, 2841, 2843, 2845, 2847, 2849, 2851, 2853, 2855, 2857, 2859, 2861, 2863, 2865, 2867, 2869, 2871, 2873, 2875, 2877, 2879, 2881, 2883, 2885, 2887, 2889, 2891, 2893, 2895, 2897, 2899, 2901, 2903, 2905, 2907, 2909, 2911, 2913, 2915, 2917, 2919, 2921, 2923, 2925, 2927, 2929, 2931, 2933, 2935, 2937, 2939, 2941, 2943, 2945, 2947, 2949, 2951, 2953, 2955, 2957, 2959, 2961, 2963, 2965, 2967, 2969, 2971, 2973, 2975, 2977, 2979, 2981, 2983, 2985, 2987, 2989, 2991, 2993, 2995, 2997, 2999, 3001, 3003, 3005, 3007, 3009, 3011, 3013, 3015, 3017, 3019, 3021, 3023, 3025, 3027, 3029, 3031, 3033, 3035, 3037, 3039, 3041, 3043, 3045, 3047, 3049, 3051, 3053, 3055, 3057, 3059, 3061, 3063, 3065, 3067, 3069, 3071, 3073, 3075, 3077, 3079, 3081, 3083, 3085, 3087, 3089, 3091, 3093, 3095, 3097, 3099, 3101, 3103, 3105, 3107, 3109, 3111, 3113, 3115, 3117, 3119, 3121, 3123, 3125, 3127, 3129, 3131, 3133, 3135, 3137, 3139, 3141, 3143, 3145, 3147, 3149, 3151, 3153, 3155, 3157, 3159, 3161, 3163, 3165, 3167, 3169, 3171, 3173, 3175, 3177, 3179, 3181, 3183, 3185, 3187, 3189, 3191, 3193, 3195, 3197, 3199, 3201, 3203, 3205, 3207, 3209, 3211, 3213, 3215, 3217, 3219, 3221, 3223, 3225, 3227, 3229, 3231, 3233, 3235, 3237, 3239, 3241, 3243, 3245, 3247, 3249, 3251, 3253, 3255, 3257, 3259, 3261, 3263, 3265, 3267, 3269, 3271, 3273, 3275, 3277, 3279, 3281, 3283, 3285, 3287, 3289, 3291, 3293, 3295, 3297, 3299, 3301, 3303, 3305, 3307, 3309, 3311, 3313, 3315, 3317, 3319, 3321, 3323, 3325, 3327, 3329, 3331, 3333, 3335, 3337, 3339, 3341, 3343, 3345, 3347, 3349, 3351, 3353, 3355, 3357, 3359, 3361, 3363, 3365, 3367, 3369, 3371, 3373, 3375, 3377, 3379, 3381, 3383, 3385, 3387, 3389, 3391, 3393, 3395, 3397, 3399, 3401, 3403, 3405, 3407, 3409, 3411, 3413, 3415, 3417, 3419, 3421, 3423, 3425, 3427, 3429, 3431, 3433, 3435, 3437, 3439, 3441, 3443, 3445, 3447, 3449, 3451, 3453, 3455, 3457, 3459, 3461, 3463, 3465, 3467, 3469, 3471, 3473, 3475, 3477, 3479, 3481, 3483, 3485, 3487, 3489, 3491, 3493, 3495, 3497, 3499, 3501, 3503, 3505, 3507, 3509, 3511, 3513, 3515, 3517, 3519, 3521, 3523, 3525, 3527, 3529, 3531, 3533,

OVERSEAS POSTS
continued

ITALY
Teacher required for one month contract from 1st June for in-company training programme, northern Italy. Applicants must be qualified teachers of EFL with previous experience of in-company training contracts.
Apply to International Language Services, 14 Rolfstone Road, Southbury, Essex SS16 5JF. Tel: (078) 331011. (05451) 46000

MOZAMBIQUE
INTERNATIONAL SCHOOL
Maputo
Progressive, English-medium school (government, not private), serving foreign workers and diplomatic community. Requires teachers from August 1986 and January 1987. Kindergarten and Primary (especially with E.F.L.) and S.E. and Maths at secondary level.
Please send LARGE S.A.E. to Mozambique Information Office, c/o CA Education Road, London N1 6BX. (05267) 46000

KENYA
GREENACRES SCHOOL
Nairobi, Kenya
Invites applications from well qualified Infant Teachers to teach their kindergarten department.
Applications in writing to Mr. Headmaster, P.O. Box 46919, Nairobi, Kenya, to include C.V., native English spoken, and references of two referees. (00816) 460000

KUWAIT
EFL Teachers are required for one-year contracts from late August. Male, native English speakers, bachelor status, aged 25 to 30, graduates with minimum BSA Prep. Cert and 2 years' EFL experience. Good salary with travel benefits.
Phone (01) 550 4551 for Application Form and further details. (04207) 460000

MALLORCA
KING'S PALMA
Science Teacher required to teach Physics, Chemistry, Biology, and A Level (Biology). Must be well qualified, capable also of teaching some Mathematics. Send immediately full C.V., recent photograph and names of two referees to Mr. V. Russell, King's Palma, Juan de Sureda 64, Canova, 06100 de Mallorca. (043001) 460000

NORWAY
PROFESSIONAL LANGUAGE SERVICE
Qualified teachers of EFL with experience in teaching ESP required for expanding firm established to meet company needs for flexible individualized language courses and translation services.
Applications are invited from graduates who have some knowledge of one or more of the following: petroleum, data systems, accounting, economics, law, secretarial skills.
Those interested in a short-term appointment (less than one year) will be considered. For further details, please apply in writing, enclosing full C.V., photograph and testimonials to: The Director, Institute of Studies, Oslo, Gaustadgata 21, N-0403 Oslo, Norway. (00678) 460000

PORTUGAL
UNIVERSITY OF COIMBRA
DEPARTMENT OF ANGLO-AMERICAN STUDIES
English Language Teacher required from mid-September. Candidates should hold a BA (Hons) and have relevant teaching experience. A Linguistics background would be an advantage.
Applications, including a curriculum vitae, and references should be sent to the Director, Instituto de Estudos Anglos, Universidade de Coimbra, 3000 Coimbra, Portugal. (00678) 460000

PARIS
BRITISH SCHOOL OF PARIS
Full-time qualified Music teacher in September for ONE TERM (October to March) in the Department of Music (ages 8-18) during absence of Director of Music.
Applications, with full C.V. and telephone numbers of 2 referees, to: Headmaster-designate, A.W. Livingston-Smith, c/o Westminster School, Little Dean's Yard, London SW1 1 by 30th May. Interviews in London 13th June. (05612) 460000

PORTUGAL
Worldwide Language Teaching Organisation is recruiting English Level B1/B2 Degree (Arts and Languages), preferably with 2 years' teaching experience, for teaching posts in various parts of Portugal from June until the end of December.
Please send CV to Box No. 10538, Prior House, John's Lane, ECLM 4BX. For interviews in late May. Additional training provided. (13585) 460000

SAUDI ARABIA
Private primary school requires male teacher of EFL to teach English to children. He must be a British citizen with an English mother-tongue, and must have a B.A. or B.Ed. and teaching experience. Send immediately full C.V., photograph and testimonials to: The Director, Institute of Studies, Oslo, Gaustadgata 21, N-0403 Oslo, Norway. (00678) 460000

SAUDI ARABIA
The Centre is recruiting an additional EFL teacher for an immediate one year contract with possibility of renewal.
Male bachelor status. Salary £15,000 plus free accommodation, car allowance, etc.
Gulf and oil industry experience preferred.
For further information, please contact Centre for British Teachers on 01-543 5582. (13586) 460000

SAUDI ARABIA
THE ARABIAN OIL COMPANY
ENGLISH AS A FOREIGN LANGUAGE
TEACHER OF EFL are required for September 1986 at the company's training centre, Rasail, Saudi Arabia, close to the border with Kuwait.
CANDIDATE must be male British subject with a degree and a TEFL diploma. They should have a minimum of two years' experience in EFL teaching. Accommodation on stipend status only.
SALARY AND CONDITIONS: Annual salary approximately £16,000 Saudi Riyals (equivalent to £16,000 at present exchange rate), plus gratuity, social insurance, contribution and free medical treatment. Contract renewable by mutual agreement.
Interviews in London mid June.
Please apply promptly with C.V. and names of two referees to: Mr. P.J. Smith, Cabbott, Thorne Services, 68 Backville Street, Salford, Greater Manchester M6 6JL. Tel: 01-754 60000 (04113) 460000

SPAIN
STANTON'S COLLEGE
Pamplona, Navarre, Spain
(Ages 8-18)
Invited for September 1986, an experienced teacher for C.V. and references. The College is planning to take a new building.
Salary £15,000 p.a. plus free accommodation, car allowance, etc.
Curriculum vitae, recent photograph and references should be sent immediately to: Mr. J. M. Mulligan, Stanton's College, Pamplona, Navarre, Spain. (00678) 460000

SPAIN
English school invites applications for the following teaching posts: Secondary School English, preferably with History and Mathematics. Salary, 24,000 p.a. Send applications, including C.V., photograph and references, to: Director, Morn Valley School, Apartado 95, San Carlos, Ibiza, Baleares, Spain. (05210) 460000

SPAIN
COLEGIO HISPANO-NORTAMERICANO
Aparado 9, Puzos (Valencia) 46100
Invites applications for the following teaching posts: Secondary School English, preferably with History and Mathematics. Salary, 24,000 p.a. Send applications, including C.V., photograph and references, to: Director, Morn Valley School, Apartado 95, San Carlos, Ibiza, Baleares, Spain. (05210) 460000

pcl International
The Polytechnic of Central London

OVERSEAS CONTRACT APPOINTMENTS

InterAfrican College of
Electrical Engineering
Bingerville, COTE D'IVOIRE

This regional College, training professional engineers for West African electricity authorities, has the concerted support of three prominent European institutions, Britain being represented by the PCL. The PCL Team at the ESIE now requires additional experienced staff to accept responsibility for teaching and course development in the following areas:

SENIOR LECTURER
Engineering Thermodynamics
£12,996-£16,083

Enhanced UK salary (current ranges as shown). Attractive overseas allowances and related benefits. Appointment on contract for two years, is directly to the Polytechnic of Central London.

Details and application form from: PCL International, The Polytechnic of Central London, 309 Regent Street, London W1R 8AL. 01-580 2020 Ext. 20. Closing date: 30 May 1986.

Teachers/Teacher-Trainers of
Maths, ScienceCut out for the
Third World?

If you are qualified in any of the following areas, you could be urgently required to teach in the Third World.

Mathematics. Secondary school posts in the Caribbean, Malawi, Sierra Leone, Solomon Islands, Tanzania and Zimbabwe.

Science. Secondary school posts in the Caribbean, Ghana, Kenya, Malawi, Nigeria, Sierra Leone, Tanzania and Zimbabwe.

Teacher Training. There are posts in teachers' colleges in Ghana and Sierra Leone for teachers of Science and Maths. The job will include subject and methodology teaching as well as supervision of students' teaching practice. An interest in developing teaching aids using local materials would be an advantage.

A professional teaching qualification at the primary or secondary level is required for some posts. Applicants for the teacher-training posts should have a number of years' experience.

VSO volunteers should be without dependants and willing to work for payments based on local rates. Postings are for two years and most local education authorities should be prepared to consider granting leave of absence.

For details of these and other posts please complete and return.

SAUDI ARABIA
Invited for September 1986, an experienced teacher for C.V. and references. The College is planning to take a new building.
Salary £15,000 p.a. plus free accommodation, car allowance, etc.
Curriculum vitae, recent photograph and references should be sent immediately to: Mr. J. M. Mulligan, Stanton's College, Pamplona, Navarre, Spain. (00678) 460000

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Salary £15,000 p.a. plus free accommodation, car allowance, etc.
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VSO
is working
overseas
VSO sends building engineers, teachers, horticulturalists, community health workers, fishermen... and many more.
Contact: VSO, Voluntary Service Overseas, 6 Belgrave Square, London SW1X 8PL. (22p S.A.E. appreciated)

OVERSEAS POSTS
continued

SPAIN
OK HOUSE SCHOOL
Barcelona, Spain
Invites applications for the following teaching posts: Secondary School English, preferably with History and Mathematics. Salary, 24,000 p.a. Send applications, including C.V., photograph and references, to: Director, Morn Valley School, Apartado 95, San Carlos, Ibiza, Baleares, Spain. (05210) 460000

SPAIN
COLEGIO HISPANO-NORTAMERICANO
Aparado 9, Puzos (Valencia) 46100
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Assistant
Education Officer
(SCHOOLS GENERAL)
(Kent Grade 2) (£20,589-£22,437)

Applications are invited for this senior post within the Kent Office of the Education Department, internal promotion. The post carries responsibility for policy matters relating to the management, curriculum and allocation of pupils to nursery, primary, middle and secondary schools.

Candidates will be expected to have proven experience of management at a senior level in the Education Service, to possess a degree or professional qualification at degree level and preferably to have had teaching experience. (See advertisement following regarding of post.)
Further particulars and application form returnable by 30th May from the County Education Officer (Ref. C86/P), Education Department, Springfield, Maidstone, Kent ME14 2LJ. Telephone: 01-531 8899 (0622) 671411, Ext 2509.

KENT COUNTY COUNCIL

LIVERPOOL EDUCATION DEPARTMENT
SENIOR ASSISTANT
DIRECTOR
(FURTHER EDUCATION)
£20,532-£21,945

This is a second tier post in the Senior Management structure of the Education Department and the successful applicant will be responsible for the co-ordination of those sections which deal with Higher and Further Education, Community Education (Including Adult and Youth Services) and the careers Service.

Home-moving allowances up to £1,500 are payable and temporary lodging allowances.
Application forms returnable by 30th May 1986 and further details may be obtained from the Director of Personnel and Management Services: PO Box 88, Municipal Buildings, Dale Street, Liverpool L69 2DH (051-227-3911, ex. 706).

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.

OVERSEAS POSTS
continued

UNITED ARAB EMIRATES
SHARJAH, U.A.E.
INTERNATIONAL SCHOOL OF CHROUFAT
Applications are invited from qualified and experienced teachers for September 1986. The school has 1000 children from 3-18 yr and offers C.E., O and A level and the International Baccalaureate.
1. Biology for 'O' and 'A' level and I.B.
2. Infant and Junior Teachers preferable with music, computer or P.E.
One year renewable contract, air conditioned accommodation with summer rates to London, no taxes. Gratuity after 2 years. Married couples without children can be accepted if both are teaching.
Letters of application with C.V. 2 testimonials, names of 2 referees and photograph should be sent to Miss Miller, P.O. Box 201, A.E. 460000 (05765)

UGANDA
CHRISTIAN SECONDARY SCHOOL TEACHERS
Uganda Secondary school teacher, all subjects, but an urgent need for teachers of science subjects and maths. Teaching is in English.
French-speaking secondary school teachers, all subjects. Teaching is in French. All posts require PGCE and at least two years post-qualification experience. Minimum two year contract. Allowance, National Insurance and airfare. Candidates who have not received Bible college/missionary training will be expected to do so and once overseas to become involved in the local Anglican Church. Enquiries, in writing only, enclosing a curriculum vitae, to The Home Secretary, Ruanon Mission, 157 Watering Road, London E81 8TU. (05736) 460000

UNITED ARAB EMIRATES
Invites applications for the following teaching posts: Secondary School English, preferably with History and Mathematics. Salary, 24,000 p.a. Send applications, including C.V., photograph and references, to: Director, Morn Valley School, Apartado 95, San Carlos, Ibiza, Baleares, Spain. (05210) 460000

UNITED ARAB EMIRATES
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COMMUNITY AND FURTHER EDUCATION BRANCH
CAREERS SERVICECareers
Information Officer
(Scale 6) — Salary £9,672-£10,284 pa inc

A Casual User Car Allowance is payable.
Applicants for this new post should be qualified Careers Officers with at least two years experience.

The appointed person should possess organisation ability and be capable of ensuring the effective use of resources devoted to information services in the Borough.

Knowledge of Careers computer software and view-data systems desirable.
This post is suitable for Job Sars.
Please quote ref: G7702.

Application form and further details from Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JH. Telephone: 01-531 8899 — 24-hour answering service.
Closing date: 30th May 1986.

KENT COUNTY COUNCIL

Administration
Local Education
Authority

ESSEX
COUNTY COUNCIL
CAREERS SERVICE
CAREERS OFFICER
(MAIN GRADE 5)
POST NO. C0888
SCALE 4 OR 5 £26,500 - £7,115 or £7,590 - £8,697
Applicants will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and self-help for the young unemployed. Good progression to senior posts.
Redressment: Previous applicants will automatically be reconsidered.
Closing date: 3rd June 1986.
Application forms and further details are available from the County Education Officer (Ref. C86/P/33), Springfield, Maidstone ME14 2LJ. (Telephone Maidstone 671411, Extension 2509). (0555)

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(MAIN GRADE 5)
POST NO. C0888
SCALE 4 OR 5 £26,500 - £7,115 or £7,590 - £8,697
Applicants will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and self-help for the young unemployed. Good progression to senior posts.
Redressment: Previous applicants will automatically be reconsidered.
Closing date: 3rd June 1986.
Application forms and further details are available from the County Education Officer (Ref. C86/P/33), Springfield, Maidstone ME14 2LJ. (Telephone Maidstone 671411, Extension 2509). (0555)

ESSEX
COUNTY COUNCIL
CAREERS SERVICE
CAREERS OFFICER
(MAIN GRADE 5)
POST NO. C0888
SCALE 4 OR 5 £26,500 - £7,115 or £7,590 - £8,697
Applicants will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and self-help for the young unemployed. Good progression to senior posts.
Redressment: Previous applicants will automatically be reconsidered.
Closing date: 3rd June 1986.
Application forms and further details are available from the County Education Officer (Ref. C86/P/33), Springfield, Maidstone ME14 2LJ. (Telephone Maidstone 671411, Extension 2509). (0555)

COMMUNITY AND FURTHER EDUCATION BRANCH
CAREERS SERVICECareers
Information Officer
(Scale 6) — Salary £9,672-£10,284 pa inc

A Casual User Car Allowance is payable.
Applicants for this new post should be qualified Careers Officers with at least two years experience.

The appointed person should possess organisation ability and be capable of ensuring the effective use of resources devoted to information services in the Borough.

Knowledge of Careers computer software and view-data systems desirable.
This post is suitable for Job Sars.
Please quote ref: G7702.

Application form and further details from Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JH. Telephone: 01-531 8899 — 24-hour answering service.
Closing date: 30th May 1986.

KENT COUNTY COUNCIL

Area In-Service
Training Coordinators

Arising from the restructuring of the Education Department and the reorganisation of locally based in-service education and training Kent County Council offers exciting opportunities for suitably qualified and experienced candidates to play key roles in the development and implementation of the Authority's INSET policy within a number of its administrative Areas.

Pre-requisites for these challenging posts are leadership and management skills, an ability to secure the respect and involvement of Head Teachers and teachers within the Area, as well as the enthusiasm and expertise to coordinate the effective delivery of school-focused and school-based as well as centre-based INSET.

These posts offer significant opportunities for innovation and the successful candidates will be expected to make a major input into the Authority's INSET programme which is being reviewed in the light of changing financial arrangements.

Salary on scale Southbury HT Group 6 (£13,983 - £16,390)
APT & C Conditions of Service

Post particulars and application forms (to be returned by 6th June) from Brian Ostley, County Education Officer (Ref. C86/P/33), Springfield, Maidstone ME14 2LJ. (Telephone Maidstone 671411, Extension 2509). (0555)

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

JUNIOR
DEPUTE
DIRECTOR OF
EDUCATION

Viewforth, Stirling
£18,852 - £20,331

Applications for the above post are invited from suitably qualified candidates possessing wide experience at a senior level in the Education Service.

The salary will be in accordance with the Joint Negotiating Committee for Chief Officers of Local Authorities (Scotland).

Application forms and job descriptions are available from the Chief Executive, Central Regional Council, Viewforth, Stirling, to whom completed forms should be returned no later than 2nd June 1986.

Central Regional Council
An Equal Opportunities Employer

Waltham Forest

Waltham Forest

Cheshire
ASSISTANT EDUCATION OFFICER
£15,111 - £16,908
CHESTER

This new 4th tier post which is available immediately in the Education Department has been created with Regional Sports Council support following a review, by the County Council and its District Council partners, of existing well established joint use facilities in the County. The purpose of the post will be to provide professional leadership, County level policy formulation, co-ordination and management of such provision in close consultation with District Councils within the context of the County Council's emerging Community Education policy. Candidates with graduate or equivalent professional qualification and with proven local authority experience, successful experience in and a mature commitment to an Education Service serving the whole community and knowledge are sought.

Application forms and further particulars available from the Director of Education, Cheshire County Council, County Hall, Chester. Tel: Chester 602326. Closing date 30th May 1986. All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability.

CROYDON EDUCATION

CROYDON EDUCATION

CROYDON EDUCATION

بنك الرياض
RIYAD BANK
SAUDI ARABIA

ENGLISH LANGUAGE TRAINERS

Riyad Bank, a leading Saudi Arabian Bank, wants to expand its language training programme by making the following appointments:

SECTION HEAD

The person to be appointed to work at the Training Centre, currently in Jeddah, must have had supervisory experience of language trainers in a commercial environment, preferably in the Arab world. He should hold a post-graduate qualification in T.E.F.L./T.B.S.L. or equivalent and have experience of E.S.P. development.

LANGUAGE TRAINERS

The two people to be appointed to work in regional locations such as Abha and Buraydah must hold a post-graduate T.E.F.L./T.B.S.L. qualification and have four years' teaching experience, preferably in the Arab world. Experience of E.S.P. development is desirable.

A fully competitive package will be offered to include free housing and monthly transportation allowances.

Candidates are invited to submit applications by 30 May to the Chief Manager, Riyad Bank, London Branch, Temple Court, 11 Queen Victoria Street, LONDON EC4N 4XP.

ADMINISTRATION - LEA
continued

NORFOLK COUNTY COUNCIL
EDUCATION DEPARTMENT
Area Careers Officer
(North Walsham)
Salary: £9,125-9,975
p.a. (10.588 p.a.)

Applicants should be experienced and qualified Careers Officers for this post in the County Council Service, to be responsible for the operation of the service in the Northern Area of Norfolk.

Essential Car User Allowance: applicants must hold a valid driving licence.

Application forms and further details on receipt of s.a.s. from County Education Officer, County Council, Market Square, Norwich NR1 1SD to be returned by 4th June 1986. (04513) 46000

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT
CAREERS OFFICER (Special Needs)
£10,500 - £8,497 per annum.
Grade Scale 2/5
FULL CAREERS CENTRE
Project House
One of a small team working with young people with Special Needs in North Humberside. The post holder will lead and coordinate provision of in-service training for professionals in curriculum development for pupils with special educational needs through the medium of micro-electronics. The post holder will be responsible for the development of a careers information, vocational guidance and help in finding employment training, primarily for pupils with special needs and older handicapped persons.
Candidates should hold the Diploma in Careers Guidance, experience as a Careers Officer, and a minimum of three years' experience in the field of careers. Must hold current driving licence. To obtain application forms please write enclosing a stamped, addressed envelope to the Director of Education, Staffing Section, County Hall, Beverley HU17 9B. Closing Date: 30th May 1986.
Humberside County Council is an equal opportunity employer. (0483) 480000

Administration
General

MANCHESTER

MSU
(Microelectronics Education Support Unit)
Manchester SEMERC
(Special Education Micro Electronics Resource Centre)
IN-SERVICE TRAINING MANAGER
Salary £11,000 to £12,000

Senior Adviser

Primary Education
£19,704-£21,188
Applications are invited from candidates with successful experience in a local authority advisory service to fill this post on the retirement of the present holder. The Senior Adviser (Primary) leads a strong team of 6 General Primary Advisers. This is one of 3 Senior Advisers responsible with the Chief Adviser for management of an Advisory Service consisting of 23 Advisers and a wide range of specialist staff at Co-ordinator and Advisory Teacher level and in Teachers' Centres. The post offers opportunities to play a leading part in the development of new structures and strategies in relation to the forthcoming INSET grant. The successful candidate would be expected to take up post on 1st January 1987. Application forms and further details from The Director of Education (PR), Shire Hall, Shinfeld Park, Reading RG2 9XE. Please forward large S.A.E. or Tel: Reading 875444 ext 3424. Closing date 4th June 1986.
An Equal Opportunity Employer

Royal County of Berkshire
London Borough of Croydon Education Committee
An Equal Opportunity Employer
INSPECTOR FOR PHYSICAL EDUCATION

Applications are invited for this post which has been established following the reorganisation of the inspectorate. This post offers considerable scope for an experienced, enthusiastic and well qualified teacher committed to structured Physical Education programmes for all pupils. The post is suitable for those new to inspectorate work or for experienced inspectors and advisers seeking a new challenge. Detailed duties are negotiable. Conditions of service are Soutbury and Salary is in the range Head Teacher Group 8-10. Timetable: 1st January 1987. Closing date: 30th May 1986. Further details and application forms are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Tel: 01-885 4433, extn 2674. 803

CROYDON EDUCATION
NORTH TYNESIDE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
ASSISTANT EDUCATION OFFICER
(General Services) (Ref no. 30786)

Salary Scale: Principal Officer 10/13 (£14,365 - £16,463 per annum)
Applications are invited from graduates with good teaching experience and preferably some administrative experience within a local education authority for this fourth tier post. The duties will cover a wide spectrum of activities with an emphasis on the development of initiatives relating to the 14-18 age group. Consideration will be given to applicants who wish to embark upon a career in educational administration. Closing date: 30th May 1986.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race and marital status.
Write for applications for the above post, including a s.a.s. and putting the job ref no. 30786 to the Personnel Department, North Tyneside Council, North Shields, Tyne and Wear NE26 1QS 800

North Tyneside

BMB
BOLTON METROPOLITAN BOROUGH COUNCIL

SENIOR ADVISER

(POST-16; MATHS/SCIENCE)
Head Teacher Group 10 £18,255-£19,683

Applications are invited for a newly created post of Senior Adviser for Advisers or teachers who have experience of work at a senior level in a school or college, and who can offer (a) practical knowledge of major developments in both post-16 school and F.E. sectors; and (b) qualifications and relevant experience in the fields of Mathematics and Science. The person appointed will be responsible, under the direction of the Chief Adviser for curriculum and staff development in all post-16 institutions, and will be expected to offer appropriate advice in Mathematics and Science at primary, secondary and post-16 levels. The Senior Adviser will also share oversight of the work of four General Advisers and a group of Teacher/Co-ordinators. The appointment will take effect from 1st July 1986 or as soon as possible thereafter. Previous applicants will remain under consideration and need not re-apply.

Applications forms and further details are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel: Bolton 22311 Extns. 587 and 8105) to whom name should be returned by 28th May. Registered Disabled Persons are invited to apply.
An Equal Opportunity Employer

GENERAL INSPECTORS
Education Service

£16,830 - £19,179 p.a.
We are seeking well qualified and experienced men or women who can make a strong personal contribution to the general quality and enrichment of the Authority's educational provision. Expertise in one of the following specialist areas will be sought although applications will also be welcomed from those with an ability to make a broad and significant contribution to the Authority's Staff Development and Curriculum Support Programme at a very senior level:

1. DESIGN TECHNOLOGY AND ART
2. SCIENCE WITH TECHNOLOGY
3. BUSINESS AND COMMERCIAL STUDIES

Candidates should be graduates who can demonstrate experience and concern for Staff Development and Curriculum Support in a multi-cultural setting.

You may care to discuss the posts informally by telephoning 01-579 2424, ext 2569, 2540 or 2550.
Closing date: 23.5.86. Ref: ED827/A
Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, New Broadway, Ealing W5 2BY. Tel: 01-840 1898 (24 hour service). Please quote appropriate reference.

Ealing
London Borough

EMFEC
EAST MIDLAND FURTHER EDUCATION COUNCIL

The Council invites applications for the post of
REGIONAL DEVELOPMENT OFFICER

to extend and develop the Council's Regional Curriculum Base over the next two years to serve the needs for curriculum and related staff development within the East Midlands across the post-school maintained sector. The successful applicant will need to be a graduate with a high level of teaching and administrative skills and personal qualities which enable him/her to work co-operatively and effectively with senior management in colleges and authorities.
A two year fixed contract or negotiated secondment is envisaged. NJC conditions of service, but salary scale related to Burnham FE Head of Department Grade III (currently £14,849-£18,353).
Fuller details, job description and application forms from the Secretary, East Midlands Further Education Council, Robins Wood House, Robins Wood Road, Apsey, Nottingham NG8 3NN (Telephone 0504 224291). Closing date for receipt of applications 30th May 1986. 800

TEMPORARY EDUCATION ASSISTANT
Part Time or Full Time

The Royal Armouries Education Centre, which covers all aspects of the Tower of London as well as the Royal Armouries and the Crown Jewels, is looking for experienced staff to assist both in the teaching and preparation of materials for primary and secondary groups which visit the Tower of London.

Applicants must have experience of teaching English History as a subject or in project work at primary or secondary level, and have a particular interest in museums and historic buildings with an awareness of their potential as resources for learning.

The appointments will be on a temporary basis. Working hours are flexible and school holidays will be allowed if required, which may suit applicants with domestic commitments.
Salary: Will be based on the annual full-time scale, £6,303 - £8,917.

In addition there is a London Weighting Allowance of £1,365 p.a. Starting salary according to qualifications and experience.

Further details and application form can be obtained from S.J. Wilson, Personnel Section, Royal Armouries, HM Tower of London, EC3N 4AB, or telephone 01-480 6358 ext. 352. Closing date for receipt of applications is Friday 6 June. The Royal Armouries is an Equal Opportunities Employer.


ROYAL ARMOURIES
THE NATIONAL MUSEUM OF
ARMS AND ARMOUR
AT THE TOWER OF LONDON

Deputy Chief Administrative Officer

£7920 - £8697

Required at East Devon College of Further Education, Bolham Road, Tiverton, Devon EX16 6SH. Applications are invited from suitably qualified and experienced persons for the above post which requires considerable management skill, initiative and motivation.

The main duties of the post will involve financial management, the use of computers, and administration at a senior level, and will suit those seeking a career in Local Government and education administration. Full or part Membership of the Association of Accounting Technicians or similar qualification would be an advantage.

Further details and application form from the Chief Administrative Officer at the College, returnable by 30 May 1986. 84412

DEVON
ADMINISTRATION - GENERAL
continued

PETERBOROUGH

PETERBOROUGH REGIONAL COLLEGE
Formerly Peterborough Technical College

MANAGEMENT INFORMATION OFFICER
POST NO. A.12

Salary Scale 4 - £6,900 - £7,713

Applications are invited for this full-time post from persons with management experience, interest in microcomputers and an enthusiasm to develop new systems. Experience in the Further Education System and keyboard skills will be an advantage.

The person appointed will be responsible for the production of statistical and other reports.

Application form and further details obtainable from the Senior Administrative Officer, Peterborough Regional College, Peterborough PE1 4DZ. Tel: 0753 818031. (05442) 500000

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of **MODERATOR FOR CRAFT, PRINTMAKING (668) and ART & CRAFTS (605) - OPTION 10 PRINT-MAKING at ADVANCED LEVEL** of the General Certificate of Education for the 1988 examination.

Applicants should have a degree or equivalent qualification in a relevant subject; a minimum of four years' recent relevant teaching experience, and experience in examining.

Further information and application forms may be obtained from The Secretary General (A10), The Associated Examining Board, Six Hill House, Guildford, Surrey GU1 2JY, to whom completed forms should be returned not later than three weeks after the appearance of this advertisement. (050777) 500000

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD
GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following appointments:

Chief Examiners

ADVANCED LEVEL
HOME ECONOMICS } FOR JUNE 1989
NUFFIELD CHEMISTRY }
RELIGIOUS STUDIES }
RELIGIOUS STUDIES, MODE 2 } FOR JUNE 1987
(ESSEX CONSORTIUM)

ORALS
GERMAN FOR JUNE 1989
RUSSIAN FOR JUNE 1988

ORDINARY LEVEL (OVERSEAS) FOR JUNE 1988

PHYSICS
PHYSICS WITH CHEMISTRY

MODERATORS

ENGINEERING SCIENCE from 1 AUGUST 1987
HOME ECONOMICS for immediate appointment

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential.

Chief Examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.

For application form and further details write to The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN to whom completed application forms should be returned by 19 June 1986. Applicants should enclose a self-addressed foolscap envelope. Previous applicants for any of the above posts need not re-apply; their applications will be considered with any new ones received. (8841)

GCSE
CHIEF EXAMINERS
CHIEF MODERATORS

The Northern Examining Association is appointing Chief Examiners, Chief Moderators, etc, for the 1988 GCSE examination during 1986. In some subjects appointments for the 1987 Joint O-level/CSE examination on the same syllabus are also being made.

The NEA comprises one GCE board, JMB, and four CSE boards: ALSEB, NREB, NWREB and YHREB.

Applicants should be under 60, with five years' recent teaching experience and at least three years' examining/moderating experience, preferably at a senior level.

Applications are invited now for the appointments listed:

CHIEF EXAMINERS

DRAMA: one appointment.

HISTORY SYLLABUS A (Schools Council Project approach): three appointments (re-advertisement).

HISTORY SYLLABUS B (Modern World): two appointments (re-advertisement).

HISTORY SYLLABUS C (British Economic and Social): two appointments (re-advertisement).

HOME ECONOMICS: FOOD: one appointment.

PHYSICAL EDUCATION: one appointment.

SCIENCE (Modular): three appointments.

TYPEWRITING: one appointment.

CHIEF MODERATORS

BIOLOGY: one appointment.

BUSINESS STUDIES SYLLABUS B: one appointment.

DANCE: one appointment.

DRAMA: one appointment.

GEOGRAPHY: one appointment.

HISTORY: three appointments.

HISTORY AND APPRECIATION OF MUSIC: one appointment.

HOME ECONOMICS: CHILD CARE AND DEVELOPMENT: one appointment.

INFORMATION TECHNOLOGY: one appointment.

MUSIC: one appointment.

PHYSICAL EDUCATION: one appointment.

RURAL SCIENCE: one appointment.

SCIENCE (Dual award): three appointments.

SCIENCE (Modular): five appointments.

Further details (including closing date for applications) and application forms may be obtained from:

NEA Examiner Appointments, Joint Matriculation Board, Manchester, M15 6EU.

Previous applicants for re-advised posts should not re-apply.


NORTHERN IRELAND SCHOOLS EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
Appointment of Revisers, Assistant Revisers

Applications are invited for the Revisers and Assistant Reviser appointments for those subjects listed below for the June 1988 and, where appropriate, the following winter examinations. A Reviser will be appointed in each subject and the number of Assistant Revisers to be appointed will vary from subject to subject. Applicants should be graduates or hold appropriate qualifications. Previous applicants for any of the above posts need not re-apply; their applications will be considered with any new ones received. 14900

ACCOUNTING, ART AND DESIGN, BIOLOGY (HUMAN), BUSINESS STUDIES, CHEMISTRY, CLASSICAL CIVILISATION, COMPUTER STUDIES, CDT, DESIGN AND REALISATION, ECONOMICS, ENGLISH, ENGLISH LITERATURE, FRENCH, GEOGRAPHY, GEOLOGY, GERMAN, GREEK, HISTORY, HOME ECONOMICS: CHILD DEVELOPMENT, FOOD, TEXTILES, IRISH, ITALIAN, LATIN, MATHEMATICS, MOTOR VEHICLES, MUSIC, PHYSICAL EDUCATION, PHYSICS, RELIGIOUS STUDIES, SCIENCE, SOCIAL SCIENCE, SPANISH, TECHNICAL DESIGN AND GRAPHIC COMMUNICATION, TECHNOLOGY.

Application forms and further details may be obtained from: The Chief Officer, Beechill House, 42 Beechill Road, Belfast BT8 4RS. Completed application forms must be returned not later than Friday, 6 June 1986. 14900

LONDON AND EAST ANGLIAN GROUP FOR THE GCSE EXAMINATION
East Anglian Examinations Board
London Regional Examining Board
University of London School Examinations Board

JOINT O-LEVEL/CSE AND GCSE EXAMINATIONS

Applications are invited for the following appointments for the June 1987 Joint O-level/CSE and subsequent GCSE examinations:

ASSESSORS AND VISITING ASSESSORS

ENGLISH (WRITTEN AND ORAL)
ENGLISH LITERATURE

ASSISTANT EXAMINERS and VISITING ASSESSORS

HOME ECONOMICS: FOOD
HOME ECONOMICS: HOME AND FAMILY

ASSESSORS

HUMAN BIOLOGY
RELIGIOUS STUDIES

Applicants should be graduates or hold appropriate qualifications and should be under 65 with three years' recent teaching experience. Application forms and further details may be obtained from The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN to whom completed application forms should be returned by 26 June 1986. Applicants should enclose a self-addressed foolscap. 14900

PROFESSIONAL ASSISTANT

£13,206 - £14,355 p.a.
(with possible progression after one year to a scale with a maximum of £15,441 p.a.)

We are seeking energetic and able graduates with at least five years' successful teaching experience who wish to pursue a career in educational administration at a professional level.

Closing date: 23.5.86. Ref: ED 865

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, New Broadway, Ealing W5 2BY. Tel: 01-840 1995 (24 hour service). Please quote appropriate reference.

Ealing
London Borough

CAREERS OFFICER

As part of an Area Team there will be involvement in the full range of careers provision, covering 5th/6th Form work, responsibility for an unemployed caseload and career development for young people on Youth Training Schemes.

Applicants should have completed or be about to complete a recognised course for the Diploma in Careers Guidance.

Closing date: 30th May 1986.

Application forms and details from: Personnel Dept., P.M.S.U., Civic Centre, Darwall Street, Walsall WS1 1TP.

Tel: Walsall 21244 ext. 2064/2066.

Walsall
Metropolitan Borough
An Equal Opportunity Employer

SENIOR EDUCATION INSPECTOR FOR SECONDARY EDUCATION

Salary Range £18,255 - £19,683 Southbury HT Group 10
Applications are invited from candidates with substantially verified and appropriate experience for this post.

The Senior Education Inspector will share the responsibility for a team of General Education Inspectors who give advice on Secondary Education, particularly within the age range 11-18 years.

The Senior Education Inspector will work directly to the Chief Education Inspector and will be expected to take a lead in developing the curriculum. In the provision of an appropriate INSET Programme, in briefing architects on the design of teaching spaces, have the oversight of special projects and be responsible for the management of a group of inspectors.

Application form and further details may be obtained from the County Education Officer, Ref G/ST/VS/B3, Northampton House, Northampton NN1 2HX. Tel Northampton 258372. Closing date: 6 June 1986. 800001

Northamptonshire

ENGLISH AS A SECOND LANGUAGE

DUDLEY METROPOLITAN BOROUGH
(Equal Opportunity Employer)

MULTICULTURAL EDUCATION CENTRE
Bridle Meadow, Barnet, Herts. EN9 4TB

Scale 3 post in the ENGLISH AS A SECOND LANGUAGE CENTRE. The Centre provides a general provision for multicultural education, based at Bridle Meadow Education Centre and involves work in First, Middle and Secondary Schools. The Centre is seeking a teacher who has experience in multicultural education and/or relevant qualifications (TEFL or TEF) in dealing with language needs of ethnic minority children. A commitment to multicultural education is essential. Casual user car allowance payable. Enquiries to Head of Service on Barnet Hill 2174.

Application forms (on receipt of S.A.E.) from and referable to Chief Education Officer, Westbury House, Trinity Road, Dudley DY1 1TB, by 30th July 1988.

LEASOWS HIGH SCHOOL & COMMUNITY COLLEGE
Kent Road, Halesowen, West Mids. B63 8J
(11-16 co-ed. comp. Group 11)

For September 1988, the Head of the school is responsible for SPECIAL NEEDS of Ethnic Minority pupils who require assistance in English. Ability to contribute to other areas of curriculum an advantage. Temporary one year appointment in first instance.

Letters of application with c.v. naming two referees at Principal, from whom details may be obtained on 01-521 5555, without delay. 710000 (05914)

HOUNSLOW SCHOOLS' LANGUAGE UNIT
Smallbury Green Centre, Smallbury Road, Hounslow, Mids. TW3 3JH
Tel: 01-895 0531

Lecturer in Charge: Frieda Warman, S.E. September 1986 or earlier if possible. Required for 3 teachers of 2, S.L. The vacancies occur in the language unit and support service. The unit is co-operative and the whole team has regular in-service training. An interest in and/or knowledge of community languages an advantage. Letters of application and c.v. should be sent as soon as possible to Mrs. F. Warman, Co-ordinator, CLS (Sec), at above address. London Allowance: £678

WE ARE AN EQUAL OPPORTUNITY EMPLOYER
710000 (12630)

OLDHAM METROPOLITAN BOROUGH
BREEZE HILL SCHOOL, Roxbury Avenue, Oldham

11-18 Mixed Comprehensive of 1200 pupils

ESL TEACHERS - SCALE

Applicants who should preferably be graduates should state the curriculum areas to which they could contribute. Please apply by letter to the Head of the school including full c.v. and names and addresses of 2 referees no later than 25th May. An Equal Opportunity Employer. 104725 710000

Appointments Wanted

MALE TEACHER M.A.
Dip. Ed. Primary trained and with 12 years experience, seeks full-time post for general subjects in a formal school or near central London for next September. Apply Box No. 728 0057, Priority House, Langdon 43X. 710000 (05955)

LEARN TO TEACH ENGLISH (ETL)

ONE & FOUR WEEK RSA COURSES
AT KENT UNIVERSITY, CANTERBURY
One year in teaching in CANADIAN and LONDON

The Course Objective: To give you a practical & thorough introduction to teaching English as a Foreign Language.

Regular courses from May to September. Terry Edwards, Pilgrims Teacher Training Courses, 3 Vernon Place, Canterbury, Kent CT1 2WQ. Tel: 760000 455486 (13375)

ACTING COURSES 2-Day 3-Day, 5-Day, 7-Day, 10-Day, 15-Day, 20-Day, 25-Day, 30-Day, 35-Day, 40-Day, 45-Day, 50-Day, 55-Day, 60-Day, 65-Day, 70-Day, 75-Day, 80-Day, 85-Day, 90-Day, 95-Day, 100-Day, 105-Day, 110-Day, 115-Day, 120-Day, 125-Day, 130-Day, 135-Day, 140-Day, 145-Day, 150-Day, 155-Day, 160-Day, 165-Day, 170-Day, 175-Day, 180-Day, 185-Day, 190-Day, 195-Day, 200-Day, 205-Day, 210-Day, 215-Day, 220-Day, 225-Day, 230-Day, 235-Day, 240-Day, 245-Day, 250-Day, 255-Day, 260-Day, 265-Day, 270-Day, 275-Day, 280-Day, 285-Day, 290-Day, 295-Day, 300-Day, 305-Day, 310-Day, 315-Day, 320-Day, 325-Day, 330-Day, 335-Day, 340-Day, 345-Day, 350-Day, 355-Day, 360-Day, 365-Day, 370-Day, 375-Day, 380-Day, 385-Day, 390-Day, 395-Day, 400-Day, 405-Day, 410-Day, 415-Day, 420-Day, 425-Day, 430-Day, 435-Day, 440-Day, 445-Day, 450-Day, 455-Day, 460-Day, 465-Day, 470-Day, 475-Day, 480-Day, 485-Day, 490-Day, 495-Day, 500-Day, 505-Day, 510-Day, 515-Day, 520-Day, 525-Day, 530-Day, 535-Day, 540-Day, 545-Day, 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An acquaintance of mine took up her first post as a university lecturer without any previous experience of teaching. Very nervous, she prepared her first lectures with care, and there is no doubt they were brilliant. Much to her chagrin, her audience of about 50 declined rapidly, until by mid-term only three or four were left in the front row. She plucked up her courage and asked one of them why the others had stopped coming. The student replied: "They can't hear you."

There are two morals to be taken from this story. Obviously enough, standards of teaching in higher education can be deplorably low, and all lecturers should be properly trained. But it is also significant that students do not complain often enough about poor teaching. They are surprisingly passive, and an urgent necessity is to wake them up to what they are missing.

Tutorials are often badly organized, and sometimes discussion hovers desperately on the edge of silence. There are still many Oxbridge dons who spend most of the 50 minutes listening to students reading their essays. This is followed by a few perfunctory comments and arrangements for the next tutorial. Students tell stories of dons who water the plants during the essay reading or even fall asleep, but few make official complaints.

When courses on teaching methods are arranged, many university lecturers react with apathy or even active hostility. I still hear the old argument that university teaching cannot be improved and training sessions are a waste of time.

I was very fortunate that, in the summer after I graduated, I attended a two-week Workers' Educational Association course at Cambridge for prospective tutors. Each student in turn was required to give a 20-minute talk and then to organize a 20-minute discussion. Real WEA students on a vacation course attended as volunteers and in the last 20 minutes they enjoyed themselves by offering advice and criticism. I found the experience of immense value.

The students made classic errors. One gave his talk with his back firmly to the audience while he addressed the class.



BRIAN COX

Attention please

'Students are surprisingly passive to poor teaching. They must be woken up to what they are missing.'

outside. Another threw the chalk in the air and dodged about catching it, while the class speculated about when the chalk would hit the floor.

As a postgraduate at Cambridge, I spent much of my time dashing off to remote Norfolk villages to take WEA classes, and I found this work more rewarding than my tedious thesis on Henry James.

My first class was at Methwold. I spent more than two weeks preparing the first session, for which about 20 students were expected. I had to start the class in late September before the Cambridge term, so I borrowed my father's old Wolesley and drove down from Grimsby one beautiful autumn day. I arrived spectacularly early, so I stopped the car a couple of miles short and checked my notes for an hour or so. When I arrived where were just three people present, but a few more drifted in to make a class of eight. As I drove the 100 miles back to Grimsby I felt very disappointed.

But my class numbers increased, and during the next 10 years when I took evening classes from Harlow New Town to Withernsea, I became a great admirer of the WEA. My Methwold class included graduates as well as farm workers. At the age of 14, I discovered the

problems of mixed ability teaching, but above all I learnt to think hard about creating goodwill and about adapting to the real interests and needs of my students. Failure meant the class would diminish in number, meaning no pay for me as well as personal humiliation.

Teaching for the WEA also creates problems of communication. A history tutor in Lincolnshire told me of an old farm worker who attended regularly but never spoke. At last the old man asked a question: "You've talked about Julius Caesar. And about William the Conqueror. Did those two ever meet?"

I recall a white-haired man in the back row of my classes who never participated in class discussion. I mentioned this to the class secretary who reassured me: "Oh, don't worry. He's stone deaf. But he does so enjoy seeing his friends."

I also recall the immense enthusiasm of my students, many of whom had little money and could never have afforded more than the minimum fee. To serve such people, to improve their quality of life, gave me a great sense of fulfillment. Certainly most WEA students were never back in the classroom what they thought of their classes.

University teachers do not work under

WEA pressures. Even if a lecturer has most of his audience, there are no sanctions. It is possible that his colleagues and his department do not even know.

During recent years, polytechnics and universities have tried to improve teaching standards, and most institutions have invested money in equipment, courses and staff training officers. At Manchester University, I chair a committee charged with improving the quality of our teaching. We possess a well-equipped teaching workshop and we organize regular courses.

We have just received the important document from the Committee of Vice-Chancellors and Principals on academic staff training, with proposals for further measures to improve teaching. It is a discussion document offering advice about what should constitute good practice in all institutions.

There is no recommendation that training should be compulsory. Obviously, the lecturers who choose to attend meetings tend to be the best, and the ones who need the services of my committee never turn up.

The CVCP document typifies the refusal of the universities to adapt to the 1980s, and provides one more example of why the Government has lost patience. Our failure to put our house in order gives freedom to our paymasters to take control. It is disgraceful that taxpayers' money should be paid to lazy and ineffective teachers. We need compulsory introductory and post-experience courses, and regular staff evaluation. Otherwise our claims for more Government money lack credibility.

NEXT WEEK

Why do voluntary schools do best?
Virginia Makins visits a high performer in the IEA league table

Sunset training
Is the new two year YTS based on a model abandoned by the Japanese?

Biggles flies again
The intrepid aviator takes off with a new generation.
Dictionaries, atlases, guidelines and encyclopaedia

NOTICEBOARD

No 254 CROSSWORD by Rufus

PEOPLE

Mrs Anne Wilson, head of St Felix School, Southwood, to be awarded the Independent Education Information Service in succession to Mrs Pauline Mathias, head of More House School, London.
Mr German Stafford, deputy head of Cheltenham Bournside School and Sixth Form Centre, to be head of Prince Henry's School, Epsom.
Miss Sheila Brynne has agreed to continue as president of the Modern Language Association for 1986-87. Mrs Eileen Holly to be honorary secretary on the resignation of Mr Alan Smalley.

CONFERENCES

May 22: Industrial Society conference on *Reforming Vocational Qualifications* at the Royal Overseas League, London SW1. Speakers include Oscar de Ville, George Tolley, Bob Morris and Jack Martell. Fee £63.25. Details from Amanda Russell, 48 Brynston Square, London W1.
May 31: World Education Fellowship conference on *The infinite capacity of the young child* at Gipsy Hill Centre, Kingston Polytechnic. Speakers include Margaret Rolin, Margaret Roberts and James Hemmings. Details from D Montgomery Kingston Polytechnic, Gipsy Hill Centre, Kingston Hill, Kingston upon Thames, Surrey.
June 13: Computers, Language and Handicap - British Institute of

Mental Handicap conference at the London Hospital, Dartford. Details from BHM, Millership Road, Kidderminster, Worcestershire DY10 3PP. Telephone: Kidderminster (0562) 880261.

June 13: Association for Recurrent Education and the University of Warwick department of continuing and adult education conference on *Field educational leave and changing patterns of employment* at the University of Warwick. Speakers include Chris Duke, John Field and Tom Schuller. Details from Colin Griffin, Hiltcroft College, South Bank, Surbiton, Surrey KT6 6DF.

COURSES

Until June 9: *Adrian the Arts* - an introduction to Indian folk and classical theatre using movement, mime and story telling at the Tara Arts Centre, 356 Garratt Lane, London SW16 4ES. Details from the centre.
June 11-12: History and pre-vocational courses: TYE and CPVE at St Mary's College, Strawberry Hill. Fee £25 (£21 members of the Historical Association). Details from Sue Miller, History Department, St Mary's College, Walsgrave Road, Warwick. Middlesex TW1 4SX. Closing date: June 3.
June 20-22: Life skills workshops - increasing your personal effectiveness at Loughborough University, organized with Leicester University department of adult education. Full residential fee £75. Details from Mrs Rita Pearson, Centre for

Extension Studies, University of Technology, Loughborough, Leicestershire LE11 3TU.

June 24-25: *Gift made Faith* at the Religious Education Centre of the West London Institute of Higher Education to examine the relations between the world religions in multi-faith Britain. Details from the RE Centre, WLIHE, Borough Road, Isleworth, Middlesex TW7 5DU.

EVENTS

May 16-17: East Midlands history fair at Leicestershire Museum of Technology, Corporation Road, Leicester. 10am-5pm. Including local history displays, oral history, morris dancing, historical videos, archaeology and crafts. Details from the Leicestershire Record Office, 57 New Walk, Leicester LE1 7JB.

June 2: World Education Fellowship and Peace Education Project seminar on undergraduate work to the school of independent studies at 6 English Street, London WC1. Details from Richard Yarwood, at this address or Mildred Mashford, Portland Lodge, 75 Belsize Lane, London NW3 5AU.

June 7: Art gallery workshop for adults at the City Museum and Art Gallery, Foregate Street, Worcester. The museum holds a regular programme of activities for children and adults on the first Saturday of each month. Details from the museum.

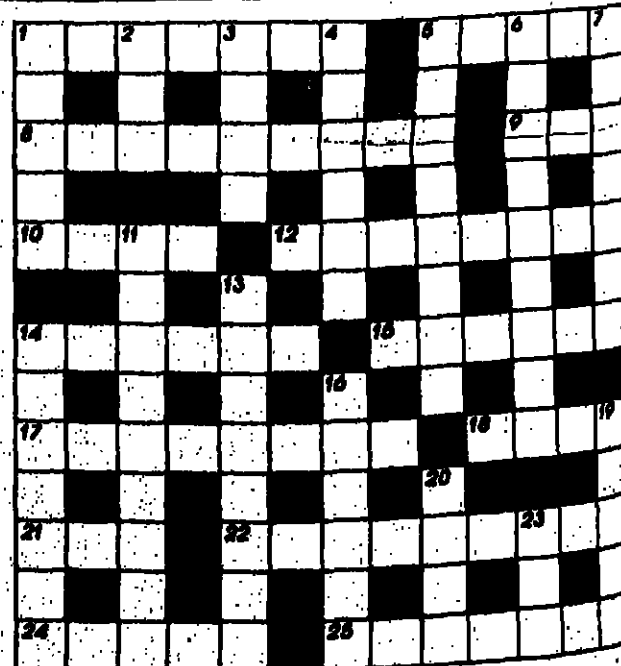
SUMMER SCHOOLS

July 7-August 1: University of Cambridge English Summer Institute for advanced English language and literature studies. The director of studies will be Tom McArthur, editor of *English Today*. Residential fee for the month is £250. Details from the International Division, University of Cambridge Board of Extramural Studies, Madingley Hall, Madingley, Cambridge CB3 6AQ.

July 14-18: Television Studies summer school in central London, organized by the University of London department of extramural studies. Five different seminar topics are offered. Including teaching television studies. Full residential fee £160, non-residential £80. Details from Mary Wood, Media Studies Officer, Department of Extramural Studies, 28 Russell Square, London WC1B 5DU.

PUBLICATIONS

Special Needs
The Reading Consortium's deaf support services has published a report of the conference held at Easthampstead Park education centre in March 1985. *Deaf Students Can...* includes sections on communication, interpreting and language support, as well as the wider issues of integrating students into further and higher education. It costs £2 including postage and is available from the Deaf Research and Development Unit, c/o Bournemouth College of Higher Education, Woodlands Avenue, Earley, near Reading RG6 1WV.



Across
1 Object to a certain action (7)
2 Battle for the chairman's seat? (5)
3 Dry-heated in order to lose moisture (5)
4 Seed of discontent? (3)
5 Error the poster has to cover? (4)
6 What dictionaries do about it is quite long (6)
7 Laced upon when refused (6)
8 Mayhap compellant? (6)
9 Confused, odd, related to the court (6)
10 What may be placed on the bed (6)
11 runs to and fro (3)
22 Property, vantage? (6, 3)
24 Yet quoted as odds (3)
25 Temporarily stops work on hedges (4, 3)
Down
1 The first to introduce the golden handshake (5)
2 A quiet word (3)
3 Prepare for take-off? (4)
4 Overcoat for which a quarter speedily flings (6)
5 Pledge remedy (8)
6 Not a unique type of bird (3)
7 They pinch children